

THE INTERACTIVITY WRITER'S NOTEBOOK

Grade 5 InterActivity Writer's Notebook

Cluster 7: Narrative and Poetry

Cluster 7

13 Hands-On Pages

Framework: TRAILS, LEAVES

Passages: *One Voice Can Start a Wave* and *Try, Learn, Change***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 5 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. 5.12 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 5 • Cluster 7
Narrative and Poetry

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TEKS in this book: 5.7C, 5.7D, 5.7E, 5.7F, 5.7G, 5.11A, 5.11B(i), 5.11B(ii), 5.11C, 5.11D(i), 5.12A

Name: _____

Date: _____

Pocket Sort: Student Directions

1. **FIND IT:** Reread *One Voice Can Start a Wave* and *Try, Learn, Change* 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 people working together to make change?

✂ 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.

Works Together

fold up on the solid line · glue the sides

True but Different

fold up on the solid line · glue the sides

EXPLAIN IT: Card number ____ belongs in its pocket because

TEKS Connection: 5.7C **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 5.7C: Use text evidence to support an appropriate response.

Cut-Out Pieces: Pocket the Change

Grade 5 • 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 "People can gather, write, and speak, To help protect the change they seek."

2 "They share their thoughts and make them known, So leaders hear more than their own."

3 "When people listen, learn, and say, One voice can start a mighty wave."

4 "Look at the leaves, observe the ground; Important clues are all around."

5 "You make a guess, you test your way, Then watch what happens day by day."

6 "A wrong first answer is not strange; New information helps us change."

Name: _____

Date: _____

Flip-Flap Vault: Student Directions

1. **FIND IT:** Use the clue on each vault door to find evidence in *One Voice Can Start a Wave* and *Try, Learn, Change*.
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 can one voice start a mighty wave?

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: 5.7C, 5.11B(ii) **Why It Matters:** Students select the strongest text evidence and justify why it belongs, which connects text evidence (5.7C) to relevant details that develop an idea (5.11B(ii)).

Cut-Out Pieces: Evidence Vault

Grade 5 • 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 a voice that starts out small.	VAULT 2 Find the sentence about people listening and learning together.
glue tab · fold on solid line	
VAULT 3 Find the sentence about people gathering and speaking.	

Name: _____

Date: _____

Accordion Fold: Student Directions

1. **FIND IT:** Reread *One Voice Can Start a Wave* and *Try, Learn, Change*.
2. **SHOW IT:** Cut out the cards and put them in order on the accordion strip.
3. **EXPLAIN IT:** Tell a partner how each card leads to the next one.

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

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

Part 4	Part 5	
glue card here	glue card here	
then →	end	

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

TEKS Connection: 5.7D, 5.7E **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 5.7D: Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.

Also: 5.7E

Cut-Out Pieces: Order the Wave

Grade 5 • 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 Leaders hear more than their own, and one voice starts a mighty wave.

B People gather, write, and speak to protect the change they seek.

C One voice asks a fair question, and someone stops to listen.

D A thought once spoken alone grows into a stronger tone.

E The whisper travels down the street, and more voices join in.

Name: _____

Date: _____

Flip Flaps: Student Directions

1. **FIND IT:** Find each word in *One Voice Can Start a Wave* and *Try, Learn, Change*. 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.

conquers

My meaning:

My sentence using the word:

Sketch

evidence

My meaning:

My sentence using the word:

Sketch

observe

My meaning:

My sentence using the word:

Sketch

protect

My meaning:

My sentence using the word:

Sketch

TEKS Connection: 5.7F, 5.7E **Why It Matters:** Students use newly acquired vocabulary from the passage in their own sentences and illustrate each meaning, which TEKS 5.7E names as meaningful interaction with a source.

Cut-Out Pieces: Word Flaps

Grade 5 • 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 conquers "One voice speaks, another hears, A question grows and conquers fears." lift the flap glue tab	glue tab evidence "If something fails, do not turn away; The evidence can guide your way." lift the flap glue tab
observe "Look at the leaves, observe the ground; Important clues are all around." lift the flap	protect "People can gather, write, and speak, To help protect the change they seek." lift the flap

Name: _____

Date: _____

Spinner Wheel: Student Directions

1. **FIND IT:** Reread *One Voice Can Start a Wave* and *Try, Learn, Change*.
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 does asking a fair question help people conquer their fears?
2. How do other voices make a single voice stronger?
3. What does the poem mean when it says one voice can start a mighty wave?
4. In *Try, Learn, Change*, why should you look for evidence before you choose what to do?
5. Why is a wrong first answer not strange?
6. How do observing, questioning, testing, and arranging help us change?

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: 5.7G, 5.7C **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.

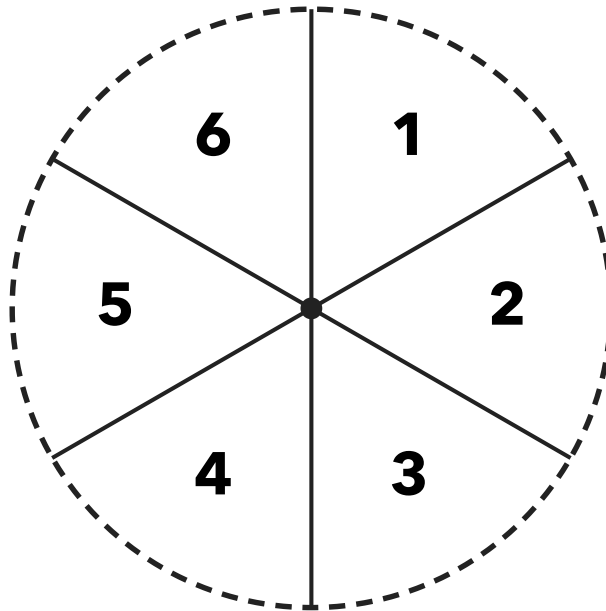
Cut-Out Pieces: Talk It Out Spinner

Grade 5 • Cluster 7
Narrative and Poetry

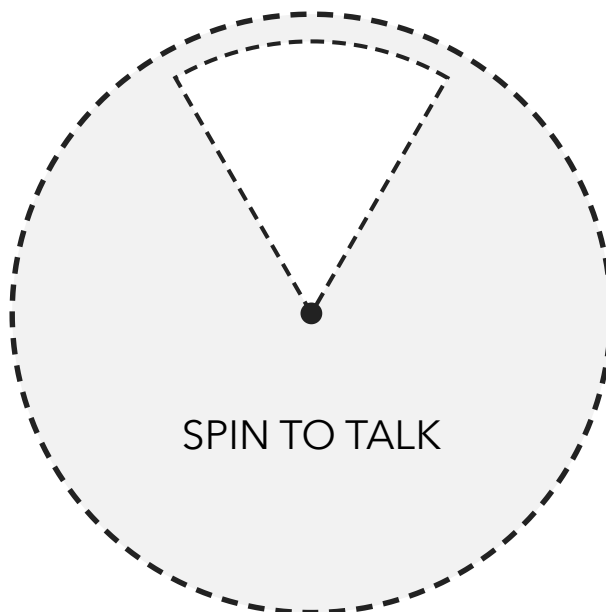
These pieces go with page 12. Cut on the dashed lines only.

✂ 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 5 • 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 one voice matter in One Voice Can Start a Wave?

Case 2. How do people help protect the change they seek?

Case 3. Should you change your answer when new facts come?

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: 5.11A **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 5.11A: 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 5 • 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	one voice	start a wave
How	a brave question	reach all
Should	new facts	guide your way
Which	people who gather	protect change

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: 5.11A **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 5.11A: 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 short story or poem about a person who notices something, asks a question, and speaks up for change.

✂ 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 Name the topic or moment you want to write about.	R Relationships Who is with your character, and how do they connect?	A Actions Thoughts and Dialogue Show what your character does, thinks, and says.
I Important Moment Point to the one moment that matters most.	L Lesson/Lasting Effect Tell what your character learns and what changes.	S Setting Describe where and when it all happens.

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

TEKS Connection: 5.11A, 5.11B(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 5.11A: 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: 5.11B(i)

Build the Summary

Grade 5 • 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: Put the sentences in order to summarize the idea that one voice can start a wave.

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: 5.11B(i), 5.11B(ii), 5.7C **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 5.11B(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: 5.11B(ii), 5.7C

Cut-Out Pieces: Build the Summary

Grade 5 • 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** One voice can grow into a mighty wave that makes change happen.

✂ **STRIP B** This shows that each new voice makes the first one stronger and louder.

✂ **STRIP C** For example, the poem shows that a whisper travels and other voices rise to meet. The text says, "A whisper travels down the street, Then other voices rise to meet."

✂ **STRIP D** In the end, when people listen and speak, one voice can start a mighty wave. The text says, "When people listen, learn, and say, One voice can start a mighty wave."

✂ **STRIP E** A guess can be tested to see what happens day by day. The text says, "You make a guess, you test your way, Then watch what happens day by day."

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: One voice can start a wave. People speak up. Then things change.

✂ 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: 5.11C **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 5.11C: 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. One voice speak, another hears.

sticker

Fix it:

2. When people listen and learn.

sticker

Fix it:

3. People can gather they can write and speak.

sticker

Fix it:

4. A question grow and conquers fears.

sticker

Fix it:

TEKS Connection: 5.11D(i), 5.11D(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 5.11D(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.

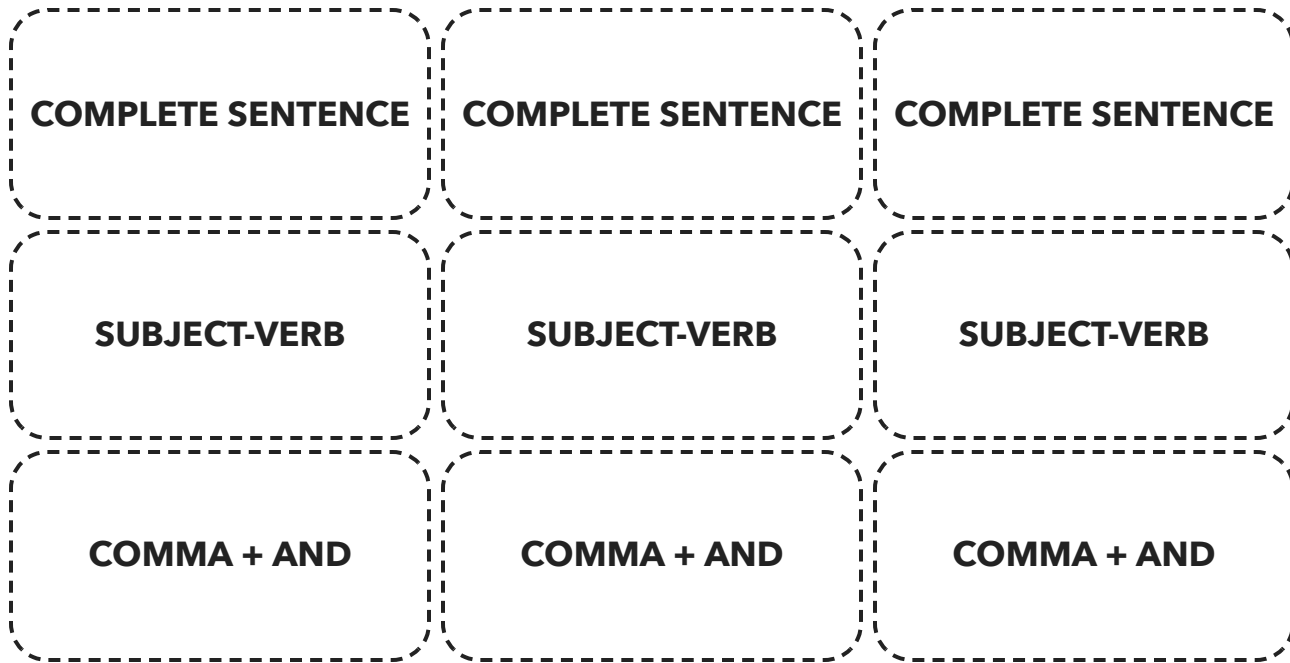
Also: 5.11D(i)

Cut-Out Pieces: Editing Stickers

Grade 5 • 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 5 • 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

[illegible]

- My introduction names the topic or experience.
- My middle uses transitions and shows actions, thoughts, and dialogue.
- My explanation uses specific details and depth of thought.
- My conclusion tells the lesson or lasting effect.

Page 22 © The Writing Academy, LLC

Name: _____

Date: _____

Quilt Square: Student Directions

1. **CHOOSE IT:** Write your thesis (central idea) in the center.
2. **FIND IT:** Copy four sentences from *One Voice Can Start a Wave* and *Try, Learn, Change* 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 do both passages show that noticing and speaking up lead to change?	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: 5.7C, 5.7E, 5.7F **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: Pocket the Change

Works Together: 1, 2, 3

True but Different: 4, 5, 6

The sentences about gathering, sharing, and speaking together answer how people make change, while the testing sentences are true but come from the other poem and do not show people working together.

Page 6: Evidence Vault

Vault 1: "A voice may start out soft and small, Yet one brave question can reach all." *Why:* It shows that even a soft, small voice can grow big enough to reach everyone, which is why one voice can start a wave.

Vault 2: "When people listen, learn, and say, One voice can start a mighty wave." *Why:* It gives the exact steps that make the wave grow, because people listen, learn, and speak so the single voice spreads.

Vault 3: "People can gather, write, and speak, To help protect the change they seek." *Why:* It shows that one voice becomes many when people join in, which is how a small start turns into a big change.

Page 8: Order the Wave

Correct order: C (Ask a question), E (Voices rise), D (Stronger tone), B (People speak), A (Mighty wave)

Model summary: One voice asks a question, more voices join and grow stronger, people gather and speak so leaders hear them, and one voice starts a mighty wave.

Page 10: Word Flaps

conquers: beats or wins over something

evidence: facts or clues that show what is true

observe: to look closely and notice

protect: to keep something safe

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 specific lines and explain the link between small actions, like asking or observing, and big results, like making change or learning something new.

Page 14: Question Detective Case File

1	one voice	matter	Why	WHY: give reasons
2	people	protect change	How	HOW: explain the steps
3	new facts	change an answer	Should	SHOULD: take a side and give support

Page 15: Mystery Prompt Generator

Prompts will vary. Model: Why can a brave question reach all? Students circle the topic, box the action, and triangle the clue word.

Page 16: TRAILS Narrative Planner

My topic is a student who wonders if a rule is fair. The student and a friend talk at the park after school. The student asks a question, listens, and writes a note. The important moment is when others join the note. The lesson is that one voice can lead to change. The setting is a busy park at sunset.

Page 17: Build the Summary

1	Strip A: One voice can grow into a mighty wave that makes change happen.
2	Strip C: For example, the poem shows that a whisper travels and other voices rise to meet. The text says, "A whisper travels down the street, Then other voices rise to meet."
3	Strip B: This shows that each new voice makes the first one stronger and louder.
4	Strip D: In the end, when people listen and speak, one voice can start a mighty wave. The text says, "When people listen, learn, and say, One voice can start a mighty wave."

Distractor Jail, Strip E: It comes from the other poem and is about testing ideas, so it does not support the idea that one voice starts a wave.

Page 19: Revision Pull Tab

Model: *A single voice may begin small, yet it can grow. When one person asks a question, others stop to listen and add their own thoughts. Soon people gather, write, and speak together, and leaders hear more than their own ideas. When people listen, learn, and speak, one voice can start a mighty wave.* Accept revisions that add a passage detail, delete repeated words, combine sentences, and use precise words.

Page 20: Editing Stickers

1. [SUBJECT-VERB] One voice speaks, another hears.
2. [COMPLETE SENTENCE] When people listen and learn, one voice can start a mighty wave.
3. [COMMA + AND] People can gather, and they can write and speak.
4. [SUBJECT-VERB] A question grows and conquers fears.

Page 22: Write Your Own Wave

A strong response includes a clear introduction, ordered events with transitions, an important moment with depth of thought and specific details, and a conclusion with a lesson; model opening: 'Maya noticed that only some students got a turn on the swings, so she asked a question no one else had asked.'

Page 23: Thinking Quilt Square

Center: When people notice, question, and speak, small actions can lead to big change.

Patch 1: "A voice may start out soft and small, Yet one brave question can reach all."

Patch 2: "When people listen, learn, and say, One voice can start a mighty wave."

Patch 3: "A wrong first answer is not strange; New information helps us change."

Patch 4: "Observe, then question, test, arrange, We try, we learn, and then we change."

Border: evidence. Sentence: When we observe and gather evidence, we can learn and change. Sketch: Draw one small voice as a tiny wave that grows into a big wave as more people join in.

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