

THE INTERACTIVITY WRITER'S NOTEBOOK

Grade 5 InterActivity Writer's Notebook

Prepare: Getting Ready to Write

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

Passages: *The Great Chocolate Chip Cookie Mystery*

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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Getting Ready to Write

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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), 5.11D(x), 5.12A

Name: _____

Date: _____

Pocket Sort: Student Directions

1. **FIND IT:** Reread *The Great Chocolate Chip Cookie Mystery* 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 a rumor that students spread about the missing cookies?

✂ 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.

Rumors About the Cookies	Other Details
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: 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.

Cut-Out Pieces: Rumor Sort

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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 "Someone suggested the principal had hidden the cookies for a faculty meeting."

2 "Someone else claimed the cafeteria oven had broken."

3 "Maya heard a student at the next table announce that the cookies had probably been recalled because chocolate chips were dangerous."

4 "By 11:42 on Friday morning, fifth grade had a problem."

5 "Jordan pointed dramatically at an empty silver tray."

6 "Mrs. Delgado, their teacher, raised one eyebrow."

Name: _____

Date: _____

Flip-Flap Vault: Student Directions

1. **FIND IT:** Use the clue on each vault door to find evidence in *The Great Chocolate Chip Cookie Mystery*.
2. **CHOOSE IT:** Copy the exact sentence that answers the question.
3. **EXPLAIN IT:** Tell why the evidence is Connected, Specific, and Important.

Question: How does Mrs. Delgado turn a missing-cookie problem into a writing lesson?

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

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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 the shaky discovery.	VAULT 2 Find the sentence where Mrs. Delgado names what the class has.
glue tab · fold on solid line	
VAULT 3 Find the sentence about questions on the board.	

Cookie Mystery Order

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Name: _____

Date: _____

Accordion Fold: Student Directions

1. **FIND IT:** Reread *The Great Chocolate Chip Cookie Mystery*.
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: 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: Cookie Mystery Order

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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 Mrs. Delgado says the class has a mystery.

B Mrs. Delgado points out the source cites itself.

C Jordan finds the cookie tray empty.

D Students share wild rumors about the missing cookies.

E Eli tells how chocolate chip cookies were invented by accident.

Name: _____

Date: _____

Flip Flaps: Student Directions

1. **FIND IT:** Find each word in *The Great Chocolate Chip Cookie Mystery*. 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.

investigation

My meaning:

My sentence using the word:

Sketch

recalled

My meaning:

My sentence using the word:

Sketch

multiplied

My meaning:

My sentence using the word:

Sketch

dramatically

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

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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 investigation "Nobody seemed to know what that meant, but it did not sound good for Jordan's investigation." lift the flap glue tab	glue tab recalled "Maya heard a student at the next table announce that the cookies had probably been recalled because chocolate chips were dangerous." lift the flap glue tab
multiplied "At the table, theories multiplied." lift the flap	dramatically "Jordan pointed dramatically at an empty silver tray." lift the flap

Name: _____

Date: _____

Spinner Wheel: Student Directions

1. **FIND IT:** Reread *The Great Chocolate Chip Cookie Mystery*.
2. **SHOW IT:** Build the spinner, spin, and talk about the question in the window.
3. **EXPLAIN IT:** Point to the words in the passage that prove your answer.

Talk questions:

1. Why do you think rumors spread so quickly when the cookies went missing?
2. How does Mrs. Delgado show that a source can cite itself?
3. What makes Eli's story about the invention of chocolate chip cookies interesting?
4. Why does Mrs. Delgado call the missing cookies a mystery instead of just a problem?
5. How can a real event like an empty cookie tray become a story you write?
6. What does this passage teach about checking where information comes from?

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:

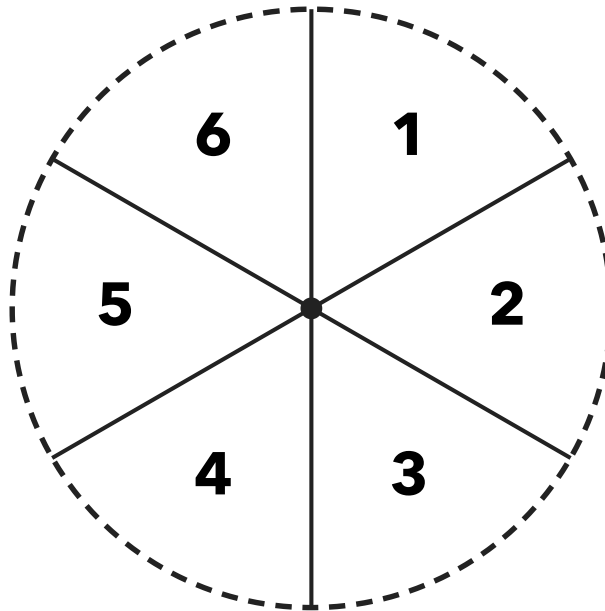
Cut-Out Pieces: Talk It Out Spinner

Grade 5 · Prepare
Getting Ready to Write

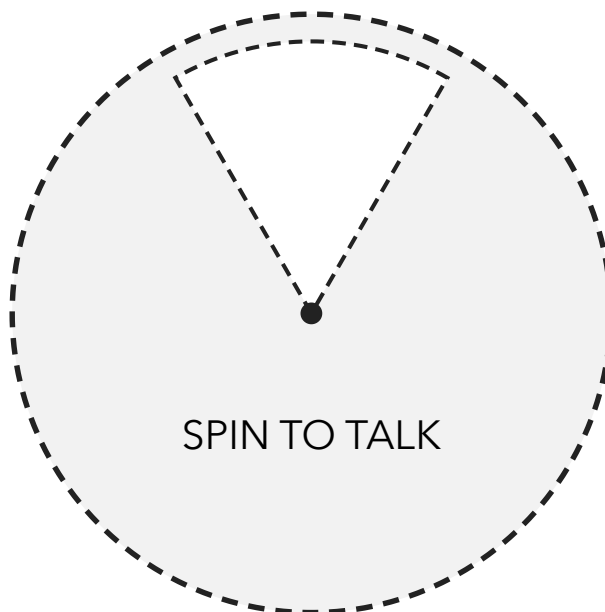
These pieces go with page 12. Cut on the dashed lines only.

✂ 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 do the students' rumors about the cookies not help them?

Case 2. How does Mrs. Delgado guide the class toward a real question?

Case 3. What can writers learn from Mrs. Delgado about finding a story idea?

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

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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	the missing cookies	become a lesson
How	Mrs. Delgado	guide the class
What	Eli's story	explain the invention
Should	the rumors	spread so fast

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 story or poem about a surprising event using the TRAILS parts.

✂ 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 event or experience	R Relationships Who is there and how they connect	A Actions, Thoughts, and Dialogue What people do, think, and say
I Important Moment The one big moment that matters most	L Lesson/Lasting Effect What changed or was learned	S Setting Where and when it 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)

Mystery Paragraph Puzzle

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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: Show how a missing-cookie problem turns into a writing lesson.

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: 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: Mystery Paragraph Puzzle

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

✂ Cut out each strip on the dashed lines.

✂ **STRIP A** Then Mrs. Delgado exposes the shaky source, and Eli explains the real history of the cookie. The text says, "Did you know chocolate chip cookies were invented by accident?"

✂ **STRIP B** This sentence describes Jordan's face, not how the class finds a writing idea. The text says, "Jordan looked suspicious."

✂ **STRIP C** This shows that a messy real moment gives writers plenty of details to explore.

✂ **STRIP D** When the cafeteria cookies vanish, a lunchtime problem turns into a writing lesson.

✂ **STRIP E** First, students share bold rumors about what happened. The text says, "Someone suggested the principal had hidden the cookies for a faculty meeting."

✂ **STRIP F** In the end, Mrs. Delgado turns the empty tray into something worth writing about. The text says, "You have a mystery."

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 cookies were gone. Everyone talked about it. That was all.

✂ 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. I heard sixth grade took two each, said Eli.

sticker

Fix it:

2. You have a mystery. said Mrs. Delgado.

sticker

Fix it:

3. Where did you learn that Maya asked.

sticker

Fix it:

4. Chocolate chips are not dangerous, Maya said.

sticker

Fix it:

TEKS Connection: 5.11D(x), 5.11D(i) **Why It Matters:** Students edit drafts using standard English conventions, including punctuation marks, such as quotation marks in dialogue and commas in compound and complex sentences.

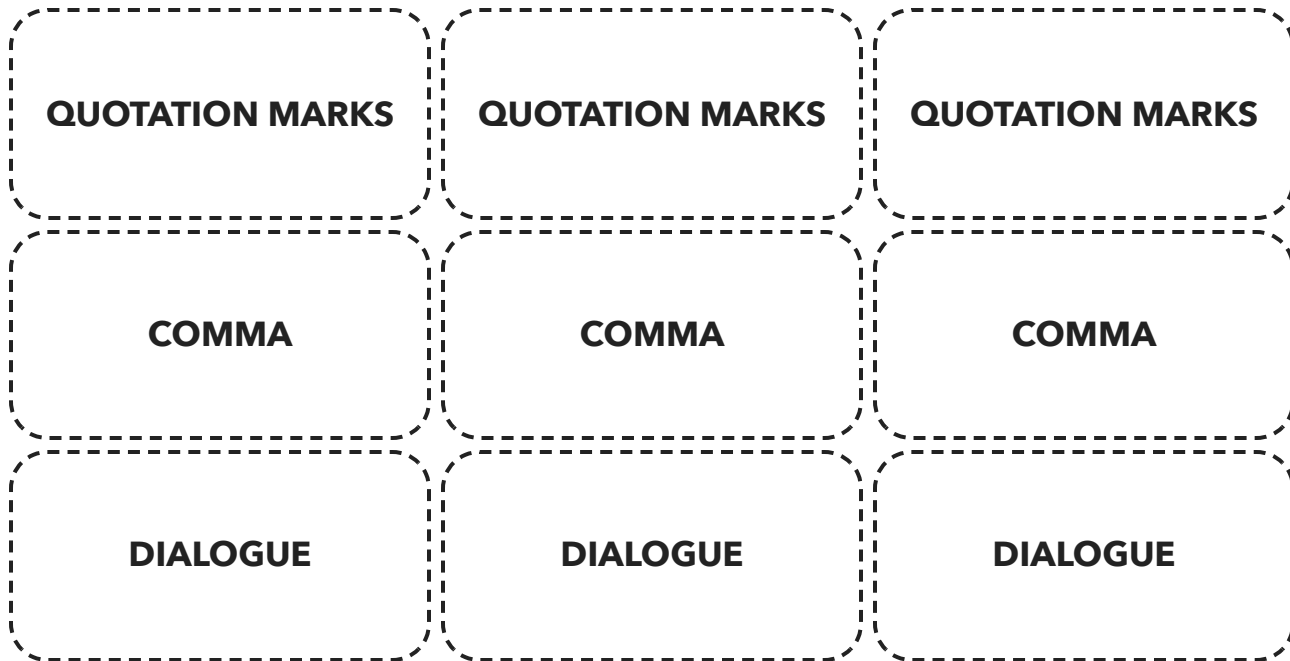
TEKS 5.11D(x): Edit drafts using standard English conventions, including italics and underlining for titles and emphasis and punctuation marks, including quotation marks in dialogue and commas in compound and complex sentences. Also: 5.11D(i)

Cut-Out Pieces: Editing Stickers

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

✂ Cut out the editing stickers on the dashed lines.



Grade 5 · 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]

- My story has a clear introduction, middle, and conclusion.
- I used transitions such as first, then, and in the end.
- I added specific details, thoughts, and dialogue.
- I explained the lesson or lasting effect, not just the event.

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Thinking Quilt Square

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Getting Ready to Write

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 Great Chocolate Chip Cookie Mystery* 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 does a problem become a story idea?	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: Rumor Sort

Rumors About the Cookies: 1, 2, 3

Other Details: 4, 5, 6

The first pocket holds the three rumors students spread about the missing cookies, while the second pocket holds three true sentences that are not rumors.

Page 6: Evidence Vault

Vault 1: "Nobody seemed to know what that meant, but it did not sound good for Jordan's investigation." *Why:* It shows the wild rumors were shaky, so the class needed a real question to work on.

Vault 2: "You have a mystery." *Why:* It shows she calls the missing cookies a mystery, which gives students something real to write about.

Vault 3: "That afternoon, Mrs. Delgado wrote two questions on the board." *Why:* It shows she turns the lunch mystery into a clear writing task for the class.

Page 8: Cookie Mystery Order

Correct order: C (empty tray), D (wild rumors), B (self-citing source), E (cookie history), A (the mystery)

Model summary: When the cookies disappear, students share wild rumors until Eli explains how chocolate chip cookies were invented, and Mrs. Delgado calls the whole thing a mystery.

Page 10: Word Flaps

investigation: a careful search to find out what really happened

recalled: called back or taken away because something might be wrong

multiplied: grew in number and kept adding up

dramatically: in a big, showy way meant to be noticed

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 details, such as the rumors that circle back to Eli, Eli's accident story, and Mrs. Delgado's two questions, and explain why each one matters.

Page 14: Question Detective Case File

1	the students' rumors	not help	Why	WHY: give reasons
2	Mrs. Delgado	guide the class	How	HOW: explain the steps she takes
3	writers	learn about finding a story idea	What	WHAT: name the lesson with details

Page 15: Mystery Prompt Generator

Prompts will vary. Model: How does Mrs. Delgado guide the class toward a real question they can write about? Students circle the topic, box the action, and triangle the clue word.

Page 16: TRAILS Story Planner

T: A cookie tray is empty at lunch. R: Jordan, Maya, Eli, and Mrs. Delgado. A: They share wild rumors, and Eli tells how chocolate chip cookies were invented. I: Mrs. Delgado says the class has a mystery. L: A real problem can become a story idea. S: The lunch table on Friday.

Page 17: Mystery Paragraph Puzzle

1	Strip D: When the cafeteria cookies vanish, a lunchtime problem turns into a writing lesson.
2	Strip E: First, students share bold rumors about what happened. The text says, "Someone suggested the principal had hidden the cookies for a faculty meeting."
3	Strip A: Then Mrs. Delgado exposes the shaky source, and Eli explains the real history of the cookie. The text says, "Did you know chocolate chip cookies were invented by accident?"
4	Strip C: This shows that a messy real moment gives writers plenty of details to explore.
5	Strip F: In the end, Mrs. Delgado turns the empty tray into something worth writing about. The text says, "You have a mystery."

Distractor Jail, Strip B: It is true, but it does not belong in a paragraph about turning the mystery into a writing idea.

Page 19: Revision Pull Tab

Model: *By lunch on Friday, the cookie tray was empty, and rumors raced around the cafeteria. Jordan blamed sixth grade, someone blamed the teachers, and one student claimed the cookies had been recalled. Then Mrs. Delgado turned the whole noisy problem into a mystery worth writing about.* Accept revisions that add a passage detail, delete repeated words, combine sentences, and use precise words.

Page 20: Editing Stickers

1. [QUOTATION MARKS] "I heard sixth grade took two each," said Eli.
2. [QUOTATION MARKS, COMMA] "You have a mystery," said Mrs. Delgado.
3. [QUOTATION MARKS, COMMA] "Where did you learn that?" Maya asked.
4. [QUOTATION MARKS] "Chocolate chips are not dangerous," Maya said.

Page 22: Missing Cookie Mystery

A strong response includes a clear event, named people and their relationships, actions and dialogue, one important moment, and a lesson, all set in a clear place. Model opening: 'By 11:42 on Friday, the cookie tray was empty, and Jordan was sure he knew who took them.'

Page 23: Thinking Quilt Square

Center: A real problem can become a story idea when a writer notices the details and asks questions about them.

Patch 1: "By 11:42 on Friday morning, fifth grade had a problem."

Patch 2: "At the table, theories multiplied."

Patch 3: "That got everyone's attention."

Patch 4: "That afternoon, Mrs. Delgado wrote two questions on the board."

Border: mystery. Sentence: Mrs. Delgado showed the class that their missing cookies were a mystery worth writing about. Sketch: a lunch table with an empty cookie tray, speech bubbles above it, and question marks floating around. Accept any evidence copied word for word that supports the student's thesis (central idea).