

Chapter 1 ... Level 1

Instructor's Guide

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Appropriate for the Expository Style of Reading, Writing, and Speaking

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• An Overview of the Process •

Adhere to the Process: Teach "Thinking and Writing Process" strategies with the help of this chapter. Too many start-up strategies may overwhelm learners. "[Optional]" and "[O]" indicate appropriate steps for you to omit until a later experience when learners have developed the foundational skills to handle them. These omissions help both you and your learners to grow into the process. Without the [O]'s, you might make inappropriate omissions and changes, based on your paradigms from your learners' previous experiences. They handle skills of the steps well ... if their foundational experiences build upon one another. When these appropriate omissions are strategically applied, you will enjoy watching the **successes that most learners can enjoy**.

• Level 1 •

• Learners Work as Partners or Teams. •

1. Choose a Subject. [K - 12]

2. Find Information in Your Own Knowledge or from Sources. [K - 12]

3. Take Notes. Write only key ideas, not whole sentences; also write only one note to a card. Begin the first letter of each line by cuddling it up to the margin. [K - 12]

3a. Think of Reasons. Read each note, one at a time, and ask of each, "For what reason?" Circle 3's; then write the best reasons on the note cards. [Ask and talk about reasons, but omit "writing" them until learners are ready.] [K - 12] [Optional "writing"]

3b. Think of Likenesses/Differences. Read each note, one at a time, and ask of each, "Like [or unlike] what?" Circle 4's; then write the best likenesses/differences on the NOTE CARDS. [Until learners are ready, omit "writing," but ask and talk about likenesses and differences.]

[K - 12] [Optional] [Optional "unlike"] [Optional "writing"]

3c. Think of Words to Call Your Subject. Fill out the SUBJECT FORM to plan some words that you can call your subject when you write your paper. Circle between 2 and 5 words that you plan use in your document. [Until learners are ready, ask and talk about synonyms, but "write" them only on transparency.] [2 - 12] [Optional] [Optional "writing"]

• Learners Separate and Work Alone. •

4. Sort the Notes. Separate notes into stacks; on the TOPIC line name them to show how they are related. [Give ages 5 and 6 learners the names for topics and leave on transparency as learners write them on cards. Draw topic names from ages 6+ and 7 learners, and again leave displayed for all to use as they write topic names on note cards.] [K - 12] [Optional "list of topic names"]

5. Outline the Notes. Arrange stacks in a sensible order. Write topics in the same order on the OUTLINE. [Until learners are ready, focus less on the "sensible order" and more on the "write topics" on the OUTLINE.] [1 - 12]

6. Number the Notes Sensibly. Spread TOPIC I's notes in an up-and-down column. Cover the reasons question so that only the notes show. Choose the first note. Start with "1" and number this note in the circle. Number all notes. On the OUTLINE, write the numbers in the boxes. [Until learners are ready, focus most on numbers in note card circles; then on numbers in outline bubbles; and least on arranging in sensible order.] [1 - 12] [Optional "sensible order"]

7. Write Your Document. On your work area put these three things: outline, subject synonyms, and notes. Write on computer or by hand. Write paragraphs in the order that their TOPICS are listed on your OUTLINE. Use margins; center title; skip a line, and indent paragraphs. Write only on the front side of paper. Make a title page. [Until learners are ready, block instead of indent paragraphs. Give learners a template for their title pages.] [K - 12] [Optional indented paragraphs]

8. Put the Parts of Your Document Together. Make a title page and an outline. Put them together with your document. Put the title page on top, then the outline, then the document, and faced down, your editing checklist. [K - 12] [Optional editing checklist]

• Learners Help Each Other to Edit. •

9. Finalize Your Document. Read each sentence and ask yourself questions to find the mistakes and the things that make you feel unsure. Fix what you know how to fix, then get help where needed. Next, make the improvements. Now choose two words to improve your spelling; connect them with something in your memory. Put the title page on top of your written pages. Put your Checklist face down on the bottom of your pages. Staple the pages in the upper-left corner. You now have a published document! [1 - 12]

Provide Supplies:

- Cut heavy white 10" X 13" mailing envelopes in half. Give one to each table or partnership of learners.
- Cut heavy 9" X 12" mailing envelopes in half, across the 9" way. Affix a mailing label in an upper corner. Give one to each learner.
- Give one Topic Outline to each learner.
- Give one Subject Synonyms form to each learner.
- Give about six note cards to each learner to get themselves started.

Prepare Learners:

[Note: Let me team teach with you. If you use the Video Tape Guide, I will lead learners through this preparation. I will also lead them through each step to ease your load.]

- "Find your Topic Outline form. Fold it in half with a 'hamburger fold.' We call this a 'hamburger fold' because folding it the other way would be called a... 'hotdog fold.'"
- "Now make another hamburger folds with the Subject Synonyms form. Put them all together."
- "Hold the 'hamburger' with the fold in your hand. Let the open sides separate so you can insert the note cards."
- "Pinch your 'hamburger' Topic Outline form closed and, holding the 'hamburger,' insert the open edges into your half-sized envelope."
- "Your half-sized envelope should now have all your papers in it. The fold of the 'hamburger' should be showing so that nothing inside the fold can fall out. This 'hamburger' fold and envelope make you safe to move your notes from place to place. This habit will give you a way of keeping your notes together and in order throughout all the steps that we do."
- "The white half-sized envelope is for your group. Take turns collecting and passing out the envelopes to people in your group. Stack the envelopes and put an end into the white envelope so the end with names shows."

Follow Each Step:

A. Account for Learned Skills

Broad outcome skills in this section tell you what learners are learning in the step of each list. For correlations to specific skills, see pages 0•?-?.

B. Understand

Your understanding of each step is imperative to your effectiveness in helping learners to learn it. This section features a description of the step, its thinking level, and how it can be transferred to skills of analytical reading.

C. Plan

Each year leads learners through at least six experiences in writing. Subjects and sources vary. Four do not use researched information; two do use researched information. Learners should learn how to write in four forms and how to mix the forms for purposes. "Partial processes" can be applied to thinking without writing, especially with the "reasons" question, to understand information.

D. Teach

This section features scripts to help you to develop the skills of your role in this process. Follow the plan and watch learners respond. Each plan follows Madeline Hunter's Lesson Design and highlights her Principles of Learning. For an overview of Hunter's Elements of Instruction, see pages 0•48-53.

E. Schedule

Needed time and sequential expectations follow the year's six-experience plan.

F. Assess Skills Authentically

Assessment is the act of gathering evidence to show learners' growth. "Authentic assessment" provides evidence from realistic experiences as opposed to paper-pencil worksheets, tests and oral quizzes. This section provides some options for learners' portfolios on a record-keeping form. For more options, see pages 0•22-39. For back-to-back record-keeping forms, see pages 0•40-41.

• Level 1 •



1. Choose a Subject
2. Find Information

Basic Instructions

1. Choose a Subject.

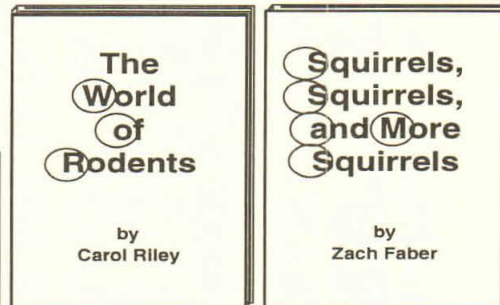
Choose a Subject. You will need a subject that you will understand. Maybe you are thinking of ideas from your memory. You will have to remember between fifteen and twenty ideas about your subject. Maybe you are finding ideas from research sources. You will have to find between fifteen and twenty ideas from at least three books or other sources.

You will take notes either from your memory or from books and other sources. Then you will think about your notes and sort them into stacks. Get ready now. Proceed with this question, "What might be some names for those stacks of notes?"

2. Find Information from Your Own Knowledge or from Sources.

(a) If you are writing from your own thinking, you will need no sources. If you are writing from research, you will need at least three sources.

If you are remembering information from your own memory, move on to Step 3 at this time. If you are finding information from books or other sources, find at least three sources to use. Find book information in tables of contents and indexes. Find non-book information on the covers.



Find the initials of each book's title. You will start each card with these initials. Find the line on top of each date card. The line is called "book's tokoris." On the line and the tokoris is the title of the book. If the first year is "A," "B," "C," or "D," skip the word and print the number of the second word.

(b) Find the initials of the words in the titles of your sources.

Look carefully at the first letter of each word in *Pierides*. Soon you will write these initials on your name cards. When the title's first word is "a," "an," or "the," do not think of it as an initial. Too many titles start with these words. We do not use them for initials when they are first initials in a title.

Level 1

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Writer's Guide

Level 1.2

Writer's Guide, Basic Instructions, Level 1, page 1: Begin with a subject shared by the whole class. Then apply the skills to specific subjects within a field. Pair or team learners. Vary experiences between "recalled" and "researched" subjects to provide lifetime skills, beyond formal researched documents.

A. Account for Learned Skills...

Skills of Intellectual Arts

- 1 - Knowledge Skill Level

- Knows methods and procedures. [1][2]

•2 - Comprehension Skill Level

- Interprets facts, principles, and directions from visual sources. [1]
- Interprets facts, principles, and directions from verbal sources. [1]

Skills of Relational Arts

- **Intrapersonal** - Performs for self. [7]

- Manages time and order of spaces and materials.
- Exercises self-reliance and value to workmanship.
- Interprets uncertainties, errors, and failings as part of learning.

- **Interpersonal** - Performs with others. [7]

- Applies skills of relating to people.
- Applies skills of working with others.

Skills of Communication Arts

Language Arts Skills

- Learning the Process and Its Strategies [1]

- Comp: Interprets and applies video instructions.
- Comp: Interprets and applies written instructions.

- Performing the Process and Its Strategies [2]

- **Know:** Recalls skills with reference tools to acquire sources.

- **Transferring the Process and Its Strategies [4] to Written and Spoken Text**

- Comp: Distinguishes between relevant and irrelevant sources.

Technical Arts Skills

- **Computer** .Syn: Plans the production of a document on database. [1]
- **Video** .Syn: Plans the production of a video documentary. [6]

B. Understand...

A **Subject** is the focus on which thoughts and communications are centered. **Information** is the collection of facts about that subject.

Plans for a Purpose

<u>Subjects of Focus</u>	<u>Sources of Information</u>	<u>Purposes to Audiences</u>
• how pumice looks	• video tape • books	• to inform • to describe
• the need for minerals	• magazines • interviews	• to persuade to a side of an issue
• how pumice is formed	• brochure articles • books	• to share a factual narration

• Subjects and Information • - Pumice -

Thinking Skill: Plan Production/Use Sources

- When learners plan for a subject by predicting categories of information, they perform an *anticipation* skill at the end of Bloom's *Comprehension* level of thinking. When they remember information, they perform a *recollection* skill, near the beginning of Bloom's *Knowledge* level. When they find and use sources to acquire information, they perform an *acquisition* skill, in the middle of Bloom's *Knowledge* level.
- I select a subject for Grade 1 and a subject "field" with specific subjects for Grade 2. They identify a reading audience. I tell them to "picture a person, about [your] age or a little younger, who knows very little about the subject." When learners identify and write to a real person, they usually write in their own language. When they write to an adult, or to an "all-knowing" teacher, they write in language which even they often do not understand.
- Now (after Grade 1) learners are ready to anticipate their product and its possible parts. From Grade 2 and up, I find huge success in having them envision themselves sorting notes into stacks. This sets them into a predicting mode. They "predict" names of categories for their subject. [e.g.: "You will be taking notes about [subject]. Soon you'll put your notes into stacks. As you do this, you'll give those stacks names. Predict what you might name your stacks about [subject]."] This prepares them for the difficult skills of categorizing to make an outline.

C. Plan...

In each step this column gives a developmental plan for learners of Grades K-2. Manage the instruction of steps throughout these pages by choosing broad subject fields and breaking them into 5-15 (rather than 30) specific subjects for pairs and teams. You'll be freed for monitoring learners as they apply "how to" strategies rather than monitoring their individual dealings with 30 subjects. Your goal will focus on learners' life-time skills rather than on information for 30 subjects.

[Teacher Behavior: Teach to the Objective- Content, Focus Constantly on the Skill To Be Learned]

Use this process for both "researched" and "recalled" information; use it for all forms of documents and speeches. Assign students in pairs or in teams of 3-6 to work cooperatively on Steps 1 - 3c and Step 9.

- Monitor: Subjects and sources fit each learner.

First Experience [Gr. K: 1 note; Gr. 1: 10 notes; Gr. 2: 15 notes]

[Implant information with a Video Tape - Not Researched]

First implant the knowledge, then draw it from learners' recall. Your video tape will be important. If you narrate the information yourself, narrate some facts before they are illustrated on footage. This "sets up" student thinking: when they see footage of your forecasted fact, "recognition" boosts them toward learned memory. **Tips:** a) Play background music. b) Plan your Open Focusing Questions in advance. (See INDEX: Open Questions)

Second Experience [Gr. K: 1 note; Gr. 1: 10 notes; Gr. 2: 15 notes]

[Implant information through an Experience - Not Researched]

This source should be the group's experience or event. The experience divides into categories which will become the "Topics" of Step 4.

Third Experience [Gr. 2 :15-25 notes]

[Give learners readings on a tangible life science subject; Concrete - Researched]

Find concrete subjects in sources like pictures or 30 copies of an article; teach direct note-taking from a source.

Fourth Experience [Gr. 2 :15-25 notes]

[Together read a historical or social science text; Concrete - Researched]

Read a text section with learners and draw recalled information from them, using "open focusing questions."

1-2
1.2

1-2

D. Teach: Subjects and Information...

1.2

Choosing a subject rests in our purposes for learners. If this is among their first experiences, your primary focus should be on learning the process itself; until learners grasp the process' skills, your secondary focus is the subject's information. Therefore, choose a broad subject field within which related subjects can be assigned to pairs or teams of learners. These related subjects use similar vocabularies and fact connections, permitting you to focus your teaching on how to perform the skills of the steps. [See INDEX: Subjects]

NOTE: With "non-book" resources, pair learners by their "productive team working" abilities. With "book" resources, pair learners by their "similar reading" abilities. Match readers, and help them to be on task at the same level; meet their reading needs with resources, and reduce the number of pairs of readers who will need your help. Also, by pairing "similar reading abilities," you can expect them each to write a document of their own; by pairing "contrasting reading abilities," you should only expect a document from the slower reader, since the accelerated reader is assigned the role of "student tutor." An additional option is to group learners in teams of six, three partners to a team. When using "print" resources, put all readings, with varied difficulty levels, in the center of the team's table. Partners with similar reading skills choose books and take notes together. Notes, once taken, can be cooperatively discussed in heterogeneous groups of six.

- For a class of 30, prepare a list of 5-15 specific subjects under a subject field.
- Pull: Steps 1-2, 8 from Instructor's Transparencies and Video Tape, Level 1.
- Give to learners: 9X6 half-envelope wallets, Synonyms and Outline forms.

Tell what they will be doing. [Lesson Design: Anticipatory Set, Objective]
"This week you will do something the way high school learners do it. You will write a document. This is how your document will look. [Project: Step 8 from Instructor's Transparencies.] It will have a title page. It will have a page 1. It will probably have a page 2, and maybe even a page 3. Look how the page 2 is numbered in the corner. Page 1 has no number because it shows the title. Before you write this document, though, you will take notes and think about them. These are skills that you will use all your lives."

[Principle: Motivation- Interest, Life-Related Meaningfulness]

Explain how subject selections work. [Lesson Design: Input]
[Announce your planned partners/teams.] [Assign/give choices of subjects.]

Explain who the audience will be. [Lesson Design: Input]
"You will write this document so other girls and boys can read and learn about your [subject field]."

Explain and show how to predict categories of information.

[Lesson Design: Anticipatory Set (preparing for Step 4)]

Day 1: "Think about [subject]. Soon you will have lots and lots of notes about your [subject]. You will put your notes into stacks, and you will name each stack. Predict what you might name your stacks of notes about [subject]. [Jot 4-8 predicted names on a board or transparency.] Predict some more stack names."

[Principle: Motivation- Interest, Active Forecasting]

Explain the Student's and Book's Initials lines. [Lesson Design: Input]

"On the Student's Initials lines, print your initials before you take each note. This will help you not to lose your notes. On the Book's Initials lines, print the first letters of each word in the title." [Project transparency 1-2 from Instructor's Transparencies.]

Begin these category teachings on the second or third document.

Day 2:

[Lesson Design: Anticipatory Set (preparing for Step 4)]

[Again predict category names.] "Yesterday, before taking notes, you predicted names that you might give to your stacks of notes. Today, before we take more notes, let's again predict names for your note stacks. What names might you give to stacks of notes about [SUBJECT]? What else might you name your stacks about [SUBJECT]? [Jot 4-8 predicted names.] Good for you! Now let's check our names. Yesterday most of you wrote a few notes. Take out your notes at this time. [Point to the first category name on the list.] Look at the first name on our list. Read your notes. Who has a note to fit into this stack named [NAME]? [Repeat this next question several times.] Who else has a note for this [NAME] stack?" [Point to each name on the list, and ask the same two above questions.] [You are giving them a "mind set" for Step 4, during which they actually will sort and name their notes. You are also leading them through outlining's distinction between categories and facts, a common difficulty.] [When the listing has stopped, erase the list. Retain it as a mental list. Printed lists prevent ownership; at best, they begin "scavenger hunts for relevant information," which is a reading skill, but is not an outlining skill.] [Principle: Reinforcement- Positive, Social Reward]

Day 3: [Once again predict category names. However, after this listing, point to each category name and ask:] "Here is one name for this stack; it's called [name]. What other names might fit this stack?" [Write synonymous names across the screen so students can see that several names can be possible. Some names may be in single-word form; others could be word cluster-word form like, "How it looks." Both are fine for this step. Seek between two and five names for each originally listed name.]

[Principle: Motivation- Interest, Active Participation]

E. Schedule...

First Experience [Gr. 1 and 2] [Video Tape - Not Researched]

- subject concrete (not abstract); narrated video (whole group)
- narrate 15-45 min. video and recall notes (w/focusing questions)

Second Experience [Gr. 1 and 2] [Experience - Not Researched]

- subject from prior or implanted memory (whole class)
- focus on the whole group's experience, then recall notes

Third Experience [Gr. 2] [Concrete Subject - Researched]

- subject from science; books or readings (partner or team)
- use 1 subject field; 1+ print sources; teach reading for notes

Fourth Experience [Gr. 2] [Textbook - Not Researched]

- subject from historical or social studies text (partner or team)
- read a section from text's chapter; close, recall notes; repeat

F. Assess Skills Authentically...

Portfolio Sample Options

- Self: Envelope and forms display orderliness. [7]

Observation Record Options

- Comp: Interprets and applies *Video Guide* 1-2 instructions. [1]
- Comp: Interprets and applies *Writer's Guide* 1-2 instructions. [1]
- Self: Uses time for work; clears spaces for work; maintains forms and sources. [7]

Performance Test Options

- Know: Uses catalogues, indexes, and cross references to find information. [2]

Rubric Scores

- 1 = not yet: work on ____.
- 2 = emerging: doing ____ ... work on ____.
- 3 = developing: doing ____ ... work on ____.
- 4 = maturing: doing ____ ... work on ____.
- 5 = strong: continue doing ____.

Specific Instructions 1

1. Choose a Subject.

I need a subject. These ideas might help me.

- a mammal
- a bird
- a reptile
- an amphibian
- a fish
- dinosaur
- an insect
- a mite
- a plant
- a tree
- a friend
- a person
- a rock
- a star
- a planet
- a season

2. Find Information from Your Own Knowledge or from Sources.

(a) If you are writing from your own thinking, you will need no sources. If you are writing from research, you will need at least three sources.

I ask myself questions to find information in my memory.

What do I know about _____?

What else do I know about _____?

(b) Find the initials of the words in the titles of your sources.

I print the sources' initials on the note cards.

The World of Rodents

by Carol Riley

Squirrels, Squirrels, and More Squirrels

by Zach Faber

I am using sources for informa. I need their initials on my note cards.

3 sources

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Writer's Guide, Specific Instructions, Level 1, page 1: Plan subjects so learners will find information in external sources for some subjects and in internal memory for other subjects. If learners are taught to use this process with both researched and recalled information, they will use it for both. Writing is a "life" skill that is not limited by where we get our information.

1. Choose a Subject

2. Find Information

Specific Instructions

Writer's
Guide

Level
1.2

3. Take Notes

Basic Instructions

3. Take Notes.

(a) Get ready to take notes. You will need between 15-20 notes.

- Get a stack of note cards.
- As you use each note card, print the book's initials and your initials on the top lines.
- Write nothing after 1. Subject.
- Write nothing (at this time) in the circles on bottom lines, or under questions 3. or 4.

(b) Write one short note on each card. Write notes to help you remember ideas. Write only the idea words, but not in sentences. Write short ideas that will help you to remember them. Write each idea on a new note card.

Maybe you are thinking information from your own knowledge (not from a book). Ask yourself, "What do I know about my subject?" Write each of your answers on a note card under 2. Note: Ask this question many times. Take between fifteen and twenty notes from your own knowledge.

Maybe you are reading information from a book. When you understand an idea in the book, write the key words on a note card under 2. Note:

If you are using a non-print source, hear and/or view the source two times. First hear and/or view to think about the source's ideas second, hear and/or view to take notes.

Basic Instructions 2

Book's Initials: W O R Student's Initials: W A

NOTE-TAKING CARD

1. SUBJECT: rodent family

2. nest in hollow trees

3. FOR WHAT REASON?

4. LINE OR UNLINED WRITING

TOPIC: (underline)

Print your initials and the source's initials on the top lines. Write key ideas on note cards. Write short ideas, but not sentences. Leave your subject out of the notes! "Tree Squirrels" in this example! Write only one note on each card. Write nothing in the circle, after "subject," or on the bottom line.

(c) Write only notes that you understand. If you read and do not understand an idea, skip it and read more ideas. If you do not understand much of what you are reading, find another book. If you still do not understand much of what you are reading in another book, find another subject.

(d) Write the first letter of each line next to the margin. Aim your pencil at the margin on the note card. Snuggle the first letter of each line right next to the margin. Begin each first word with a lower case letter because you are not writing sentences. You are writing notes to remind you of key ideas.

Level 1

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Writer's Guide, Basic Instructions, Level 1, page 2: Taking notes strengthens skills of identifying specific and relevant facts about a subject. Note-taking is applied to facts that are either recalled from memory or inferred from observing, listening, and reading. Before taking notes, learners need lessons on how to perform the psychomotor skills of writing on a note card.

A. Account for Learned Skills...

Skills of Intellectual Arts

•1 - Knowledge Skill Level

- Knows specific facts. [1] [2]
- Knows methods and procedures. [1]

•2 - Comprehension Skill Level

- Interprets facts, principles, and directions from visual sources. [1]
- Interprets facts, principles, and directions from verbal sources. [1]
- Anticipates categories of the product. [2]
- Distinguishes between facts and inferences. [4]
- Distinguishes the relevancy of data. [3]

Skills of Relational Arts

•Intrapersonal - Performs for self. [7]

- Manages time and order of spaces and materials.
- Exercises self-reliance and value to workmanship.
- Interprets uncertainties, errors, and failings as part of learning.

•Interpersonal - Performs with others. [7]

- Applies skills of relating to people.
- Applies skills of working with others.

Skills of Communication Arts

Language Arts

•Learning the Process and Its Strategies [1]

- Comp: Interprets and applies video instructions.
- Comp: Interprets and applies written instructions.

•Performing the Process and Its Strategies [2]

- Know: Recalls key ideas from memory.
- Comp: Predicts a subject's Topics.
- Comp: Interprets key ideas from text.

•Applying the Process and Its Strategies [3]

- Comp: Selects relevant data.
- Comp: Interprets relevant facts.
- Comp: Evaluates the relevancy of data.
- Comp: Distinguishes facts from inferences in written and spoken text.

Technical Arts Skills

•Computer •Syn: Plans the production of a document on database. [5]

•Video •Syn: Plans the production of a video documentary. [6]

B. Understand...

A **Note** is a reminder of a key thought. It requires enough words for a writer to remember its message. However, it must be broken into fragmented, non-sentence form, or the writer will unthinkingly write a sentence-form note as it was written on the note card, in the style of its source.

The Processing of Ideas

<u>A Sentence from a Source</u>	→ <u>Notes to Self</u>	→ <u>A Sentence in a Document</u>
Pumice erupts from volcanoes as a light and bubbly foam at the top of boiling minerals.	from volcanoes light bubbling foam	From volcanoes pumice rock comes out like a foam of bubbling rock.

• Note Taking •

- Pumice -

Thinking Skill: Recall Facts/Interpret Sources

- As learners write facts on note cards, either they recall those facts from memory (prior or implanted), or they interpret them directly from sources. In Bloom's Taxonomy of thinking skills, *recollection* is at the beginning of his *Knowledge* level; and *interpretation* is in the middle of his *Comprehension* level. Facts from comprehension are often soon forgotten, unless processed through strategies of thinking. (See Steps 3a-3c)
- After Grade 1, before actual note taking, learners anticipate and direct themselves toward the kinds of information that they will need (See Step 2). They predict categories for their subjects (*anticipation*, in Bloom's advanced *Comprehension*). Exercising predictions during the first three class sessions helps learners to envision themselves in a Step 4 strategy: sorting notes, forming stacks, and naming each stack as it forms. They predict what they might name these stacks. These predictions set their minds for kinds of information (Topics) which might evolve on the day when they really will sort, stack, and name their notes. This exercise sets the foundation for outlining (Step 4), a *planning* skill at Bloom's *Synthesizing* level.
- With notes from external sources, teach learners to note only those key ideas that they understand. With notes from internal memory, teach them to recall both long-term and implanted ideas, using Hilda Taba's format of open focusing questions.

C. Plan...

This step continues a full-year plan for Grades K-2 students. Be aware that students have tendencies to write notes in sentences and to write more than one note to a card. When they do this, show them how to erase, draw a line through, or draw a dash to separate the subject in the note. [Teacher Behavior: Monitor and Adjust- Interpret the Responsive Behaviors]

For each experience, assign students in pairs or teams of 3 - 6 (vary). They can work cooperatively on Steps 1 - 3c and Step 9. This is effective both for learning and for teaching.

First Experience

[Gr. 1: 10 notes; Gr. 2: 15 notes]

[Implant information with a Video Tape - Not Researched]

- [Subject concrete (not abstract)] Implant information with a video tape. Narrate it yourself if the tape's narration is too multi-focused; play background music or sound effects.
- Use *Open Focusing Questions* to draw recalled notes from learners. (See *Taba* or *Open Focusing Questions*)
- Model the note-taking. Make several note card transparencies. Emphasize: learner's initials on line; first letter "cuddled up" next to the margin; finger's width between words in note; second line when needed; also starting next to margin. [Monitor: follow margin; finger between words.]
- Also model: notes not in sentences; dashes to break apart possible sentence notes.

Second Experience

[Gr. 1: 10 notes; Gr. 2: 15 notes]

[Implant information through an Experience - Not Researched]

- [Subject from memory] Focus on a group experience. Use *Open Focusing Questions*, to help learners to recall an implanted or prior experience. [Monitor: one note per card; no sentences; follow margin; finger space between words.]

Third Experience [Gr. 2: 15-25 notes] [Concrete - Researched]

- [Subject concrete (from curriculum)] Use sources, at least one being a book. Learners need reader-appropriate books.
- Teach how to take notes. [Monitor: one note per card; no sentences; follow margin; finger's space between words.]

Fourth Experience [Gr. 2: 15 - 25 notes] [Textbook - Not Researched]

- [Subject from text] Draw oral recall of text information, using "open focusing questions."
- Model with note card transparencies.
- Monitor: one note per card; no sentences; follow margin; finger's space between words.

3

D. Teach: Taking Notes...

1.2

Taking notes requires direction and purpose. Writers need a basic idea of their intended audience, their purpose, and likely categories.

Writers plan from these, whether the information be from internal knowledge or external resources.

For their first process experience, I strongly urge that you use the same subject for the whole class. This will help you to teach some fundamental skills. After you choose a subject, write or find a short paragraph about it. Give the paragraph a title. Include miscellaneous information. Type, duplicate, and make a transparency of your paragraph for each learner to read. The following lesson will help you to teach the skills of taking notes.

- Pull: Step 3 from the Instructor's Transparencies, Level 1.
- Prepare: twenty Level 1 note cards on cut transparency, Form 5 or 6.
- Prepare: Ten Level 1 note cards for each learner, Form 5 or Form 6.
- Prepare: a transparency of your paragraph, enlarged to 18 point bold.
- Prepare: a copy of your paragraph for each learner.
- Return to learners: 9X6 half-envelope wallets, Synonyms, and Outline forms.

- **Tell what they will be doing.** [Lesson Design: Anticipatory Set, Objective] [Give each learner 10 start-up note cards.] [Project Step 3 from the Instructor's Transparencies, Level 1.] "Today you will take notes. We they will look like these notes about squirrels. Later we will write these notes into documents for people to read."

[See page 1•6, Days 2 and 3 of Steps 1-2.] [These repeats of Step 2's predicting are crucial. As learners take notes, their minds will be set for categories.] We will take some notes from a paragraph about SUBJECT. First let's predict the names for note stacks that might be in this paragraph. [Hold some blank cards in one hand and mime the act of sorting notes into stacks, giving learners a "mind set."] You will sort these SUBJECT notes into stacks. Predict some names that you might give to these stacks about SUBJECT. [Write responses on the board, then cover the list.]

[Principle: Motivation- Knowledge of Results, Predicted]

- **Explain how to take notes with Rules 1 & 2.** [Lesson Design: Input] [Point to a note card transparency on the screen.] "This is your note card. You will write each note here, under the word, NOTE. [Draw an oval under NOTE on the transparency.] However, you must follow two note-taking rules. **RULE 1: Write only one idea on each card,** and **RULE 2: Use key words so you will not write in whole sentences.**" [Principle: Motivation- Knowledge of Results, Predicted]

- **Show how to take notes.** [Lesson Design: Modeling, Checking for Understanding] [Project the note card transparency on the screen.] "Before you write on any note card, print your initials on the 'Initials' line so you won't lose the card in someone else's notes. [Print your initials.] This paragraph is your first source. Point to the 'Book's Initials' line. Print the first letters of the title words. [Print the title's initials.] Now you can remember where you found this note. [Write "1" on the source line.] Write a '1' on the source line of your first

note card." [Monitor title lines and source lines.] [Project the SUBJECT's paragraph with the overhead projector.] "This paragraph has lots of ideas for notes. You'll find the notes, but first, let's all read the paragraphs aloud." [Read aloud from the transparency, sliding a ruler under each sentence. Then reread the first sentence aloud.] Which word or words give us clues to information in the first sentence?" [Underline the clue words in the first sentence.] Turn these clues into notes on your cards. In the first sentence, UNDERLINED IDEAL is a note. Write the note like this. [Write the note, not in a sentence, on a transparency card.] In the second sentence UNDERLINED IDEAL, and UNDERLINED IDEAL, and UNDERLINED IDEAL are clue words for three notes. Make three notes of these on three note cards. [Write each underlined idea as a note on a transparency card.] Remember the rules: 'one note to a card,' and 'no notes in sentences.'" [Principle: Motivation- Interest, Active Participation]

- **Shift to learners' notes.** [Lesson Design: Checking for Understanding]

[Assign the remaining sentences for learners to do. (5-10 min.)] "You all have a copy of this paragraph. First, you will privately underline clue words in the next sentence. [Read sentence three aloud with the class.] Look up when you are ready. [Monitor.] Help me mark my paragraph. What are the clue words? [Underline transparency words.] Now I write the note on a note card. Which words shall I write for my note? [Write a key words note.] Look how I cuddle the letter up to the margin. Then I put a finger between each word. And when I run out of space, I cuddle the margin on the next line. [Go through the gestures as you explain.] Now it's your turn. Write your note just like I wrote mine. Remember to cuddle up to the margin. Remember a finger between each word." [Monitor.] [Write two or three more notes. Then move them to write on their own.]

- **Initiate practices.** [Lesson Design: first Guided Practice, then Independent Practice] "I have given you ten note cards to get you started. If you need more, take them from the stacks that I put on your work areas. Underline key words in one sentence at a time. Write them on note cards, just like we did these first notes." [Monitor and adjust.] [Erase their predicted subject categories from the board.]

"We have five minutes to clean up. Finish taking the note that you are writing. First, watch carefully. [Model this reminder. See page 1•5] Put your notes into the hamburger fold outline. Pinch it shut, open the envelope wallet, and put the folded hamburger into the envelope, with the edge in your hand. Leave cards with out notes on the stack."

"Leaders, collect the wallets at your table. Put them into the white envelope with the name ends sticking up so they can be seen. Set your team's envelopes here on this desk. Leaders, pick a leader to hand out and collect envelopes tomorrow."

- **Begin tomorrow with Step 2: Day 2; next day: Day 3.** [Page 1•6]

E. Schedule...

First Experience [Gr. 1 and 2] [Video Tape - Not Researched]

- subject concrete (not abstract); narrated video (whole group)
- 20 minute session; recall notes from viewing [10] [15 notes]

Second Experience [Gr. 1 and 2] [Experience - Not Researched]

- subject from prior or implanted memory (whole group)
- 20 minute session; recall notes [10] [15-20 notes]

Third Experience [Gr. 2] [Concrete Subject - Researched]

- subject from life science; books and media (partner or team)
- 1-3 45 minute sessions; read/view/listen notes [15-25 notes]

Fourth Experience [Gr. 2] [Textbook - Not Researched]

- subject in textbook; social science's information (partner or team)
- 2-4 45 minute sessions; read then recall notes [15-25 notes]

F. Assess Skills Authentically...

Portfolio Sample Options

- Comp: Note cards each display one specific fact, understood by learner, in non-sentence form. [2]
- Self: Envelope and forms display orderliness. [7]

Observation Record Options

- Comp: Interprets and applies *Video Guide 3* instructions. [1]
- Comp: Interprets and applies *Writer's Guide 3* instructions. [1]
- Comp: Follows strategy for taking notes from sources. [2]
- Self: Uses time for work; clears spaces for work; maintains forms and sources. [7]

Performance Test Options

- Comp: Takes only understood notes from sources, one to a card, using key words in non-sentence form. [2]

- Rubric Scores**
- 1 = not yet: work on ____.
 - 2 = emerging: doing ____ ... work on ____.
 - 3 = developing: doing ____ ... work on ____.
 - 4 = maturing: doing ____ ... work on ____.
 - 5 = strong: continue doing ____.

3. Take Notes.

(a) Get ready to take notes.

What do I know about _____?

What else do I know about _____?

(b) Write one short note on each card.

I write only one note on each card.

(c) Write only notes that you understand.

I write only notes that make sense to me.

(d) Write the first letter of each line next to the margin.

I smuggle my first letters right next to the margin.

Specific Instructions 2

Level 1

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Writer's Guide, Specific Instructions, Level 1, page 2: Taking notes from external resources gives "researched" notes. Taking notes from internal memory gives "recalled" notes. Each requires its own separate set of skills. "Research" requires reference and reading skills. "Recall" requires open-question skills. (See INDEX: Open Focusing Questions)

3. Take Notes

Specific Instructions

Writer's
Guide

Level
1.2

3a. Think of Reasons

Basic Instructions

3a. Think of Reasons.

(a) Get ready to think of reasons. Reasons help you to think of how one idea might cause another idea. When you understand ideas with reasons, you remember the ideas.

Stack all your notes together and hold them in one hand. Have a pencil handy only for drawing little circles, but not yet for writing reasons.

(b) Read each note and answer Question 3. Read one note at a time and ask yourself, "For what reason?" If you cannot answer the question, go on to the next note. If you can answer it, draw a little circle around the 3 in front of Reason. Read each note and think of good (not silly) reasons. Lots of times you will not be able to think of reasons that make sense. Just go on and try a note on another card.

Avoid imagining reasons by answering with:

- * reasons that make good sense
- * reasons that fully and clearly explain
- * and reasons that you know are true

Basic Instructions 3

Student's Initials: SSAMS Student's Initials: W/A

NOTE-TAKING CARD

1. SUBJECT: nest in hollow tree

2. FOR WHAT REASON? 3. nest in hollow trees

4. LIKE OR UNLIKE WHAT? store food for winter

5. TOPIC (LEVEL 1)

Read one note-card once, and then question: "For what reason?" If you think of a reason, circle the 3 in front of "For what reason?" Then, read the next note-card once, and again ask: "For what reason?" If you cannot think of a reason, skip it and read the next note-card once. Question all of your notes. Then look at the notes with a circled 3. Choose between two and six reasons. Write each reason as a reminder, not as a sentence, on the card under the 3. For each reason, question: "For what reason?"

(c) Choose, then write your most important reasons. Examine all of your notes to think of reasons. Then look at the notes with the circled 3. Choose the reasons that you really want to write when you write your sentences. Choose between two and six reasons. If you choose too many reasons, your reader will feel confused.

Write each reason that you chose. Write it under "For what reason?" on your note card. Write it as a reminder, not as a sentence.

Level 1

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Writer's
Guide

Level
1.2

Writer's Guide, Basic Instructions, Level 1, page 3: Writers examine each note to determine those which can be understood with a reason. They question each note; then, if they think of an answer, they circle the 3 in front of "For What Reason?" After examining all notes, they read those with circled 3's and select reasons to share with readers. Grade 2 writes reasons on 2 of their notes.

A. Account for Learned Skills...

Skills of Intellectual Arts

•1 - Knowledge Skill Level

•Knows methods and procedures. [1] [2]

•2 - Comprehension Skill Level

•Interprets facts, principles, and directions from visual sources. [1]

•Interprets facts, principles, and directions from verbal sources. [1]

•3 - Application Skill Level

•Applies correct usage of a method or procedure. [3]

•4 - Analysis Skill Level

•Analyzes relationships among facts. [2] [4]

Skills of Relational Arts

•Intrapersonal - Performs for self. [7]

•Manages time and order of spaces and materials.

•Exercises self-reliance and value to workmanship.

•Interprets uncertainties, errors, and failings as part of learning.

•Interpersonal - Performs with others. [7]

•Applies skills of relating to people.

•Applies skills of working with others.

Skills of Communication Arts

Language Arts Skills

•Learning the Process and Its Strategies [1]

•Know: Knows strategies for creating explanatory devices.*

•Comp: Interprets and applies video instructions.

•Comp: Interprets and applies written instructions.

•Performing the Process and Its Strategies [2]

•Anal: Examines information to infer meanings and create explanatory devices.*

•Applying the Process and Its Strategies [3]

•App: Applies strategies for interpreting information through devices.*

•Transferring the Process and Its Strategies to Written and Spoken Text [4]

•Anal: Breaks down, then examines explanatory devices from written and spoken text.*

*Reason is the explanatory device.

Technical Arts Skills

•Computer .Syn: Plans the production of a document on database. [5]

•Video .Syn: Plans the production of a video documentary. [6]

B. Understand...

A **Reason** is a causal relationship between facts about a subject. When one fact is a cause or an effect of another, the connection is called a "reason."

Causal Relationships among Facts

[Note 1] Cause	→	[Note 2] Note	→	[Note 3] Effect
bubbling with gases		hardens and gases leave		tiny holes

• Reasons •

- Pumice -

Thinking Skill: Analyze Causal Relationships

- When learners connect thoughts as causes or effects of one another, they are performing a *relation* skill in the middle of Bloom's *Analysis* level of thinking. This is the single most important strategy of this process because learners gain ownership of their inferred connections. This strategy should always be included for understanding any information!
- In this strategy learners examine each note, reading the 1. SUBJECT, the 2. NOTE, and the 3. FOR WHAT REASON question. The question causes learners to connect two facts: one is a cause; the other is an effect. When learners make a connection, they circle the "3" on the card and move on to the next note. From Grade 2, after questioning all the notes, they review the circled "3" notes, select reasons to share with readers, and write them under the REASON question.
- The efficiency of this strategy is enhanced when uninterrupted. Learners heighten their analyses and understandings by examining all notes from a cause-effect perspective through this REASONS mode. Ideas filter through their minds, enlightening them and EMPOWERING their thinking.
- Transfer this skill to published readings. Regularly engage learners as analytical readers, seeking reasons from text, determining causes and effects. Comprehension will soar.
- By itself, this reasons strategy helps learners think about and understand information. With it, you can provide learners with a powerful thinking strategy, applied to any set of facts from all sciences (including social and health sciences).

C. Plan...

A reason is a tool used both to understand and to communicate causal relationships among ideas. Just watch young thinkers "light up" when they've made a causal connection. This is true success and ownership! Apply this strategy across the curriculum. 1) Information comes from all of the sciences. What a perfect strategy for promoting understandings! Simply do Step 3 and Step 3a. Consistently ask, "For what reason?" For example, on transparency write recalled notes from a text or unit. Then ask this Reasons question, and listen to them think. They'll understand and remember! [Caution: Set a class rule that made-up and silly reasons are inappropriate.] 2) Build analytical reading skills. Transfer this skill to published reading. Have them look for reasons to find causal connections. 3) Ask Reasons for behavioral incidents. It causes learners to think (rather than to feel) their responses. Ask, "You... [did what]... For what Reason?" They'll reason with you about the logic (rather than the emotions) of their actions. [Principle: Retention- Degree of original Learning, Transfer] [Teacher Behavior: Teach to the Objective- Content]

First Experience [Gr. K: 1 note; Gr. 1: 10 notes; Gr. 2: 15 notes]

[Implant information with a Video Tape - Not Researched]

- Always include this step. It begins learners' thinking.
- Think orally with reasons. Circle 3's. [Gr. 1: Think of reasons and share orally. OPTIONAL writing on cards may be omitted for learners who are not ready; "ready" learners will write several reasons into document's sentences even if they are not on cards] [Gr. 2: Sometimes share reasons, circle 3's, and privately select and write at least 2 reasons on the note cards, under the question.]
- Follow *Video Guide*. Use *Teacher's Transparencies*.
- Monitor: all notes must be questioned; 3's circled. [Teacher Behaviors: Monitor and Adjust- Interpret Responsive Behaviors]

Second Experience [Gr. K: 1 note; Gr. 1: 10 notes; Gr. 2: 15 notes]

[Share an Experience - Not Researched]

- Think orally with reasons. Circle 3's. [Gr. 1: Apply above strategy.] [Gr. 2: Require reasons written on 2 - 4 cards.]
- Follow *Video Guide*. Use *Teacher's Transparencies*.
- Monitor: avoid silly causes and effects; connect facts. [Teacher Behaviors: Monitor and Adjust- Interpret Responsive Behaviors]

Third Experience [Gr. 2: 15 - 25 notes] [Concrete - Researched]

- Think orally with reasons. Circle 3's. [Gr. 2: Require reasons written on 2 - 6 cards.]
- Use *Teacher's Transparencies*. [Some Gr. 2: Begin *Writer's Guide*.]
- Monitor: above + apply reading to *Basic Instructions*. [Teacher Behaviors: Monitor and Adjust- Interpret Responsive Behaviors]

Fourth Experience [Gr. 2: 15 - 25 notes] [Textbook - Not Researched]

- Gr. 2: Require reasons written on 2 - 6 cards.]
- Use *Teacher's Transparencies*. Teach *Writer's Guide*.
- Monitor: above + use of *Basic Guide*.

3a
1.2

3a

1.2

D. Teach: Thinking with Reasons...

A **reason** is a tool for thinking and for explaining causes and/or effects. Thinking with reasons is the most important of all these strategies for processing information. This strategy is necessary for every person and with all information. You will thrill as students light up, making causal connections between two facts and confidently claiming ownership of their connections.

- Pull: Step 3a from the Instructor's Transparencies, Level 1.
- Group: students either in pairs or in groups of 3-6.
- Prepare: a transparency of a blank note card, Level 1, Form 5 or 6.
- Prepare: a transparency of note card: 1. loon birds 2. swim under water.
- Prepare: a transparency of note card: 1. loon birds 2. fly south for winter.
- Prepare: a transparency of note card: 1. loon birds 2. three feet long.
- Return to learners: 9X6 half-envelope wallets, Synonyms and Outline forms.

- Tell what they will be doing. [Lesson Design: Anticipatory Set, Objective]
[Project Step 3a from Instructor's Transparencies, Level 1. Point to the Reasons question.] "We are going to read all of our notes and talk about reasons. We'll see if we can think of two or three good reasons to write on our cards."

[Principle: Level of Concern- Some (for focus)]

- Explain how this step works. [Lesson Design: Input]
"To do this step, you look at each note and ask the reasons question. [Show the transparency of a blank note card. Point to each part as you say it.] When you point to SUBJECT, say the name of your subject. When you point to NOTE, read your note. When you point to FOR WHAT REASON, ask those words: FOR - WHAT - REASON? These three parts make a question that sounds like:" [Again point to each part.] [Principle: Rate and Degree- Hemisphericity]

- Demonstrate how this step works. [Lesson Design: Modeling]
"Watch my example. [Show the transparency of the note card with loon birds, swim under water. Point to the transparency's 3 parts.] Our question has three parts, 1. SUBJECT, 2. NOTE, and 3. FOR WHAT REASON. To make these three parts into a question, you ask, [Again point to the transparency's 3 parts.] 'loon birds'... 'swim under water'... 'for what reason?' Those are the three parts. Your answers must not be guesses; they must be truths. You might not have any answer. Help me ask the question; follow my pointer: [Once more, point to the transparency's 3 parts.] 'loon birds... swim under water... for what reason?' That's our question. To answer it, think of true facts about loons. Who has a true answer?" [Wait a short time; if no answers, offer this: to catch fish]. "You're only thinking now, but you don't want to lose this reason, so you'll mark this card by circling the 3. [Circle the 3.] Now you question the next note. Think of a true fact to

answer. [Show the transparency of the note: loon birds... fly south for winter. Point to the transparency's 3 parts as everyone reads.] Read this question with me as I point: 'loon birds... fly south for winter... for what reason?' [Read it once more, pointing.] Read again: 'loon birds... fly south for winter... for what reason?' [Wait a short time; offer this: to find food.] Again circle the 3. [Show the transparency of the note: three feet long. Point to the transparency's 3 parts as everyone reads.] Now read this question with me as I point: 'loon birds... three feet long... for what reason?' [Read it once more, pointing.] Read again: 'loon birds... three feet long... for what reason?' [Wait a short time.] I cannot think of a sure reason, either. Remember, lots of notes will have no reason, ...but asking questions makes you good thinkers. When you cannot answer, just go on the next note; when you can answer, circle the 3. After questioning each note, you will write some reasons that you choose."

[Principle: Knowledge of Results- Assured]

- Shift to learners' notes. [Lesson Design: Checking for Understanding]
"Now read your notes and try this REASONS question. Share one with us. Read the three parts, and we'll try to answer it with you so you can circle the 3. Who has a reason question to share?" [Wait for raised hands.] [Principle: Rate and Degree- Active Participation]

[Show the blank note transparency. As volunteers read their statements aloud, point to three parts on the transparency.] "[Volunteer], read your question with all three parts. We'll listen and try to think of reasons." [Ask four or five volunteers to read aloud as you point to the three parts.]

- Initiate practices. [Lesson Design: first Guided, then Independent Practice]
"Now, for 10 minutes, think with your partners (or teams). [Teachers, choose one of these directives.] [If your notes are arranged in the same order, take turns asking the question. Share answers. Circle the 3 when you like someone's answer.] [OR] [Since you only have a few notes, put them all in the same order at this time. Share answers. Circle the 3 when you like someone's answer.] Listen to the questions, then concentrate and stretch your thinking. When you have finished questioning all notes, you will privately make choices of the 3's that you want to keep. Once more, here's the question, 'The subject, the note, for what reason?'"

[Principle: Transfer- Applied Thinking]

"Stop. Work alone so you can privately choose. Choose 2-3 reasons for your document; write the key words under 'reasons' on the cards." [After their first document, identify a range for them, between 2 and 6.] [When you determine that learners are ready for Independent Practice, give them each a Writer's Guide, Level 1.]

[Principle: Retention- Practice, Reinforcement]

E. Schedule...

First Experience [Gr. 1][Gr. 2] [Video Tape - Not Researched]
• 20 minutes [Gr. 2: write a reason on 2] [10][15 notes]

Second Experience [Gr. 1][Gr. 2] [Experience - Not Researched]
• 20 minutes [Gr. 2: write a reason on 2-4] [10][15 notes]

Third Experience [Concrete Subject - Researched]
• 20 minutes [Gr. 2: write a reason on 2-6] [15-25 notes]

Fourth Experience [Textbook - Not Researched]
• 20 minutes [Gr. 2: write a reason on 2-6] [15-25 notes]

F. Assess Skills Authentically...

Portfolio Sample Options

- Anal: Several notes show circled 3's; some display chosen reasons. [2]
- Self: Envelope and forms display orderliness. [7]

Observation Record Options

- Comp: Interprets and applies *Video Guide 3a* instructions. [1]
- Comp: Interprets and applies *Writer's Guide 3a* instructions. [1]
- Anal: Follows strategy for thinking of reasons among facts. [2]
- Self: Uses time for work; clears spaces for work; maintains forms and sources. [7]

Performance Test Options

- Anal: Asks questions to infer reasons; writes on cards. [2]

Rubric Scores

- 1 = not yet: work on ____.
- 2 = emerging: doing ____ ... work on ____.
- 3 = developing: doing ____ ... work on ____.
- 4 = maturing: doing ____ ... work on ____.
- 5 = strong: continue doing ____.

3b. Think of Likenesses and/or Differences.

(a) Get ready to think of likenesses or differences.
I am ready to look at my notes.

(b) Read each note and answer Question 4.
I cannot think of a likeness or difference for most notes.
I circle the 4 when I think of a likeness or difference.

(c) Choose, then write your most important likenesses or differences.
I write 2-4 likenesses or differences that I want to keep.

Level 1

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Specific Instructions 4

Writer's Guide

Writer's Guide, Specific Instructions, Level 2, page 3: This strategy of reasons exercises a thinking skill at Bloom's Analysis level. It leads thinkers through a process of connecting thoughts in cause-effect relationships. Thinkers gain self-esteem through their ownership of these causal connections. This strategy applies to all information and stimulates high-level thinking for all ages. This strategy is a must!

3a. Think of Reasons *Specific Instructions*

Level
1.2

3b. Think of Likenesses/Differences

Basic Instructions

3b. Think of Likenesses and/or Differences.

(a) Get ready to think of likenesses or differences.

Likenesses and differences help you to think of how one idea might be like or different than an idea from your own knowledge. When you understand ideas with likenesses or differences from your own knowledge, you remember the ideas. For this subject, you might think only of likenesses. Some other time you can think of differences with a new subject.

Stack all your notes together and hold them in one hand. Have a pencil handy only for drawing little circles, but not yet for writing likenesses and differences.

(b) Read each note and answer Question 4. Read

one note and ask yourself, "Like or unlike what?" If you cannot answer the question, go on to the next note. If you can answer it, draw a little circle around the 4 in front of "Like/Unlike." Read each note to think of good (not silly) likenesses or differences. Lots of times you will not be able to think of an alike or different idea that makes sense. But go on to try another note with the like/unlike question.

Avoid poor likenesses and differences when they:

- *make good sense.
- *fully and clearly explain, and
- *are known to be true.

Level 1

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Basic Instructions 4

Student's Name	W O R	Student's Name	W A
1. SUBJECT	NOTE-TAKING CARD	1. SUBJECT	NOTE-TAKING CARD
rodent family		rodent family	
2. FOR WHAT REASON?		2. FOR WHAT REASON?	
3. LIKE OR UNLIKE WHAT?		3. LIKE OR UNLIKE WHAT?	
4. LIKE OR UNLIKE WHAT?		4. LIKE OR UNLIKE WHAT?	
TOPIC		TOPIC	
LEVEL 1		LEVEL 1	
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Read one note-card idea. Add the question, "Like or unlike what?" If you can think of a likeness or difference, circle the 4 in front of "Like or unlike what." Then read the next note-card idea. Again add, "Like or unlike what?" If you cannot think of a likeness or a difference, skip it and read the next note and question. Circle all of your notes. Then look at each note with a circled 4. Choose between two and four likenesses or differences. Put your chosen 2-4 notes in a stack. Write each likeness or difference as a reminder (not as a conclusion). Write it under the title or under "Like or unlike what?"

(c) Choose, then write your most important likeness or differences. Examine all of your notes to think of likenesses or differences. Then look at the notes with a circled 4. Choose the likenesses or differences that you really want to write when you write your sentences. Choose between two and four notes for likenesses or differences. If you choose too many, your reader will feel confused.

Write each likeness or difference that you chose. Write it under "Like or unlike what" on your note card. Write it as a reminder, not as a sentence.

Writer's
Guide

Level
1.2

Writer's Guide, Basic Instructions, Level 1, page 4: Writers examine each note to determine those which can be explained with a comparison or a contrast. First they question all notes, and when they think of an answer, they circle the 4 in front of "Like/Unlike." Having examined all notes, they read the cards with circled 4's. Grade 2 selects 2 likenesses to write on cards.

A. Account for Learned Skills...

Skills of Intellectual Arts

• 1 - Knowledge Skill Level

- Knows methods and procedures. [1] [2]

• 2 - Comprehension Skill Level

- Interprets facts, principles, and directions from visual sources. [1]
- Interprets facts, principles, and directions from verbal sources. [1]

• 3 - Application Skill Level

- Applies correct usage of a method or procedure. [3]

• 4 - Analysis Skill Level

- Analyzes relationships among facts. [4]

Skills of Relational Arts

• Intrapersonal - Performs for self. [7]

- Manages time and order of spaces and materials.
- Exercises self-reliance and value to workmanship.
- Interprets uncertainties, errors, and failings as part of learning.

• Interpersonal - Performs with others. [7]

- Applies skills of relating to people.
- Applies skills of working with others.

Skills of Communication Arts

Language Arts Skills

• Learning the Process and Its Strategies [1]

- Know: Knows strategies for creating explanatory devices.*
- Comp: Interprets and applies video instructions.
- Comp: Interprets and applies written instructions.

• Performing the Process and Its Strategies [2]

- Anal: Examines information to infer meanings and create explanatory devices.*

• Applying the Process and Its Strategies [3]

- App: Applies strategies for interpreting information through devices.*

• Transferring the Process and Its Strategies to Written and Spoken Text [4]

- Anal: Breaks down, then examines explanatory devices from written and spoken text.*

*Likeness and Difference are the explanatory device.

Technical Arts Skills

• Computer .Syn: Plans the production of a document on database. [5]

• Video .Syn: Plans the production of a video documentary. [6]

B. Understand...

A **Comparison** and a **Contrast** explain a thing by illustrating it with something familiar that is clearly similar or clearly different. Neither is an exact representation of the thing.

Parallel Connections between Facts

Note made from volcanoes	
Comparison like obsidian	Contrast unlike metamorphic rock

• Comparisons and Contrasts •

- Pumice -

Thinking Skill: Analyze Parallel Relationships

- When learners connect thoughts to one another as comparisons or contrasts, they are performing a *relation* skill, in the middle of Bloom's *Analysis* level of thinking. During this step learners focus on each noted idea to probe their own stored knowledge for comparisons or contrasts that can illustrate some of the ideas. Though comparisons could be omitted for a new learner's first assigned experience, they must be included soon. Contrasts might be a longer omitted option. Learners learn skills of relating new ideas to their own knowledge, inferring parallel relationships, and selecting quality parallels.
- Comparisons and/or contrasts connect in three ways. Encourage growth in thinking styles through each of them.
 - **Direct:** same items [bird to bird]
 - **Indirect:** similar items [bird to plane]
 - **Abstract:** figurative items [happiness to flying]
- For this step learners examine each note, reading the 1. SUBJECT, the 2. NOTE, and the 4. LIKE OR UNLIKE WHAT question. The question causes learners to scan their own knowledge of the subject. When they connect a note to their knowledge, a parallel relationship is made. They circle the "4" on the card and move on to the next note. After questioning all notes, they review the circled "4" notes, and select quality connections to help readers understand. They write their selections on cards, under the "4."
- Transfer this skill to published readings. Regularly engage learners as analytical readers. Teach them to analyze comparisons or contrasts from text and to determine if they are direct, indirect, or figurative.

C. Plan...

A *likeness* is a tool used to clarify meaning by paralleling it with something that is similar and familiar. A *difference*, on the other hand, is a tool that clarifies meaning by illustrating the opposite, but also familiar. Here, we ask learners to read their notes and probe their long-term memories for like-different parallels. They are learning how to explain messages with commonly known comparisons and contrasts that can help others to understand meanings. Also, here is another opportunity for transfer to analytical reading skills. Comparisons and contrasts are frequently popping up in published readings. Spend regular practice time, having students account for comparisons and/or contrasts in their readings.

[Principle: Retention- Meaning, Relationship of New Learning to Past Experiences]
[Teacher Behavior: Teach to the Principle- Transfer, Applied Thinking]

First Experience [Gr. K: 1 note; Gr. 1: 10 notes; Gr. 2: 15 notes]

[Implant information with a Video Tape - Not Researched]

- If learners have never before done this **Thinking and Writing Process**, this step should be omitted. However, if they have had at least one experience, include it as follows.
- Think orally with like/differs. Circle 4's. [Gr. 2: Require likenesses written on 2 cards.]
- Follow *Video Guide*. Use *Teacher's Transparencies*.
- Monitor: all notes must be questioned; 4's circled.
[Teacher Behaviors: Monitor and Adjust- Interpret Responsive Behaviors]

Second Experience [Gr. K: 1 note; Gr. 1: 10 notes; Gr. 2: 15 notes]

[Share an Experience - Not Researched]

- Think orally with like/differs. Circle 4's. [Gr. 2: Require likenesses written on 2-4 cards.]
- Follow *Video Guide*. Use *Teacher's Transparencies*.
- Monitor: improved quality; some indirect/abstract.
[Teacher Behaviors: Monitor and Adjust- Interpret Responsive Behaviors]

Third Experience [Gr. 2: 15 - 25 notes] [Concrete - Researched]

- Think orally with likenesses. Circle 4's. [Gr. 2: Require likenesses written on 2 - 6 cards.]
- Use *Teacher's Transparencies*. Begin *Writer's Guide*.
- Monitor: above + apply reading to *Basic Instructions*.
[Teacher Behaviors: Monitor and Adjust- Interpret Responsive Behaviors]

Fourth Experience [Gr. 2: 15 - 25 notes] [Textbook - Not Researched]

- Gr. 2: Require likenesses written on 2 - 6 cards.]
- Use *Teacher Transparencies*.
Teach *Writer's Guide*.
- Monitor: above + use of *Basic Guides*.
[Teacher Behaviors: Monitor and Adjust- Interpret Responsive Behaviors]

3b
1.2

3b

1.2

D. Teach: Thinking with Likenesses and/or Differences...

A **comparison** and a **contrast** are tools for explaining. They use a thinking strategy that links new information to prior knowledge or, sometimes, to other new information. Connections make parallel relationships, ranging from concrete to abstract in three stages: "literal, semi-literal, and figurative" or "direct, indirect, and abstract."

- Decide: If you will include this step at this time for your learners and/or with your chosen subject field.
- Decide: If you will include both "like and unlike" or include only "like."
- Pull: Step 3b from the Instructor's Transparencies, Level 1.
- Group: students either in pairs or in groups of 3-6.
- Prepare: a transparency of a blank note card, Level 1, Form 6.
- Prepare: a transparency of note card: 1. loon birds 2. swim under water 3. catch fish.
- Prepare: a transparency of note card: 1. loon birds 2. three feet long.
- Prepare: a transparency of note card: 1. loon birds 2. black and white.
- Return to learners: 9X6 half-envelope wallets, Synonyms and Outline forms.

- Tell what they will be doing: [Lesson Design: Anticipatory Set, Objective]
"You are so smart. You have already thought of some reasons. Now let's try another way to think." [Motivation: Reward- Intrinsic]

- Explain how this step works: [Lesson Design: Input]
[Show Step 3b from the Instructor's Transparencies, Level 1.]
"You do this just like you asked for REASONS. Only this time you ask the #4 question, 'LIKE or UNLIKE WHAT,' and you circle the 4's. You won't have many answers. You'll just go on and question all the cards. Again you can practice your thinking."
[Principle: Transfer- Similarity]

- Demonstrate how this step works: [Lesson Design: Modeling]
"Let's do some together. [Show the transparency of the note card with: swim under water.] [Point to transparency's 3 parts.] First you say the SUBJECT - 'loons...' Next you say the NOTE - 'swim under water...' Then you add 'LIKE or UNLIKE WHAT?' So your whole question sounds like this. [Point to the 3 parts on the transparency.] 'Loons... swim under water... like or unlike what?' That's it, read it again. 'Loons... swim under water... like or unlike what?' Who has a sure answer? [If needed, donate this answer: like penguins.] We have a likeness, so I circle the 4 in front of the question, like this. [Circle the 4.] That's all we do right now; just ask the questions and circle the 4's. Most notes will not have an answer. The important part is that you learn how to think about each note. Let's try this note. [Show the transparency of the note card with: three feet long.] [Point to the 3 parts on the transparency as you read them.]

Read with me, 'Loons... three feet long... like or unlike what?' [Repeat the question.] [Allow thinking time.] Any sure answers? No? None that are sure answers? I don't have any either. That's okay. We just go on to the next note. How about this note? [Show the transparency of the note card with: mate for life.] Help me to read it. 'Loons... mate for life... for what reason?' [Repeat the question.] [Allow thinking time.] Any sure answers? [If needed, donate this answer: like Canada geese.] Circle the 4 and read the next note. You are doing just fine."

[Principle: Reinforcement- Positive Reinforcement, Social]

- Shift to learners' notes. [Lesson Design: Checking for Understanding]
"Look at your notes. Who will volunteer to read a question aloud from your notes?" [Wait for raised hands.]

[Principle: Rate and Degree- Active Participation]

[Show the transparency of the blank note. As volunteers read their statements aloud, point to three parts on the transparency.] "[Volunteer], read your question with all three parts. We'll listen and try to think of likenesses or differences." [Ask four or five volunteers to read aloud. As they read, point to the three parts on the screen. Also, CIRCLE THE 3.]

[Principle: Rate and Degree- Hemisphericity]

- Initiate practices. [Lesson Design: first Guided, then Independent Practice]
"Now, look at your notes and think with your partners (or teams). Because you have so few notes, put your notes in the same order. Take turns asking the question. Share answers. Circle the 4 when you like someone's answer. Listen to the questions, then concentrate and stretch your thinking. When you have finished questioning all notes, you will privately make choices of the 4's that you want to keep. Once more, here's the question. [Point to three parts on the transparency.] 'The subject, the note, like or unlike what?' Begin."

"Stop. Now it's time to choose the 4's that you want to keep. You will read the notes with circled 4's, and choose a 2 or 3 like or unlike ideas. You will write them on the cards under question 4, just like you wrote reasons." [Principle: Transfer- Similarity]

"Choose between 2 and 4 likenesses (or differences) and write key words on your cards."

[Principle: Motivation- Interest, Active Participation]

[When you determine that learners are ready for Independent Practice, give them each a Writer's Guide, Level 1 and teach them how to read directions.]

E. Schedule...

First Experience [Gr. 1][Gr. 2] [Video Tape - Not Researched]
• 20 minutes [Gr. 2: write a likeness on 2] [10][15 notes]

Second Experience [Gr. 1][Gr. 2] [Experience - Not Researched]
• 20 minutes [Gr. 2: write a likeness on 2-4] [10][15-20 notes]

Third Experience [Concrete Subject - Researched]
• 20 minutes [Gr. 2: write a likeness on 2-6] [15-25 notes]

Fourth Experience [Textbook - Not Researched]
• 20 minutes [Gr. 2: write a likeness on 2-6] [15-25 notes]

F. Assess Skills Authentically...

Portfolio Sample Options

- Anal: Several notes have circled 4's; some notes display chosen comparisons and/or contrasts. [2]
- Self: Envelope and forms display orderliness. [7]

Observation Record Options

- Comp: Interprets and applies *Guides' 3b* instructions. [1]
- Anal: Follows strategy for thinking of likenesses and/or differences between facts and knowledge. [2]
- Self: Uses time for work; clears spaces for work; maintains forms and sources. [7]

Performance Test Options

- Anal: Asks questions to infer comparisons/contrasts and writes some on cards. [2]

- Rubric Scores**
- 1 = not yet: work on ____.
 - 2 = emerging: doing ____ ... work on ____.
 - 3 = developing: doing ____ ... work on ____.
 - 4 = maturing: doing ____ ... work on ____.
 - 5 = strong: continue doing ____.

3b. Think of Likenesses and/or Differences.

(a) Get ready to think of likenesses or differences. _____
I am ready to look at my notes.

(b) Read each note and answer Question 4.
cannot think of a likeness or difference for most notes.

I circle the 4 when I think of a likeness or difference.

(c) Choose, then write your most important likenesses or differences.
I write 2-4 likenesses or differences that I want to keep.

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Specific Instructions 4

Writer's Guide

Writer's Guide, Specific Instructions, Level 1, page 4: This skill of inferring parallels is a relationship skill at the analysis level of thinking. It leads learners through a strategy of comparing and contrasting between new facts and prior knowledge (sometimes new facts). Thinkers gain ownership by connecting relationships between facts and their own knowledge.

3b. Think of Likenesses/Differences

Specific Instructions

Level
1.2

3C. Think of Subject Synonyms Basic Instructions

3c. Think of Words to Call Your Subject.

- (a) **Get ready to write on your Subject Synonyms form.** Write on the blanks at the top of your Subject Synonyms form. Write your subject after the 3. Circle your choice after the 3.
- (b) **Think of verbs (actions) that your subject(s) can do.** Find the box for action (doing) verbs. In the box write 3 or 4 actions that your subject can do. Find lines 4, 5, 6, and 7 next to your action words. Each action word has a line next to it. On the line, write the new name for your subject. All you do is add "er" or "ers" to each action word.
- (c) **Think of nouns that your subject(s) can be called.** Find lines 8, 9, 10, and 11. Complete this statement: "My subject can be called _____." Think of nouns to call your subject. Be careful: think of nouns that name your whole subject, not nouns that name only a part of your subject.
- (d) **Think of words to describe your subject(s), then copy or think of new nouns that go with these words.** Find the lines next to numbers 12, 13, 14, and 15. On the lines write words that describe your subject. List the describing adjectives on the left side of the vertical line. Complete this statement: "A word to describe my subject is _____."

Basic Instructions 5

Student: Yuse B. Able
Teacher: Miss Tye
Room: 111 Date: April 1

SUBJECT SYNONYMS

Write words that can take the place of your subject. You will use some of these words to give your subject a new name. Write in what the words mean. Circle a synonym, circle a noun, circle a verb.

Number 1. singular or plural (circle one)
Subject 2. RODENTS
Person 3. he she it they (circle one)

Action Verbs - Changed to Nouns

nibble 4. nibblers
run 5. runners
climb 6. climbers
jump 7. jumpers

Other Nouns

8. rodents
9. creatures
10. mammals
11. animals

Adjective-Noun Pairs

12. clever creatures
13. pesty nibblers
14. busy animals
15. _____

Directions: "The Thinking and Writing Process" by THEA M. HOLTAN
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When you have finished your list of describing adjectives, move over to the right side of the vertical line. Read each describing adjective and pick a noun from lines 4-11. Write it next to the describing word. Write the noun on the other right side of the vertical line.

- (e) **Choose your best subject synonyms.** Choose the best names for your subject. Circle the numbers of between two and five subject synonyms. They will help you to give your subject new names when you write your sentences in Step 7C3.

Level 1

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Writer's Guide, Basic Instructions, Level 1, page 5: On a Subject Synonyms form, learners list words which they will be able to use when referring to their subjects when they write their documents. This step has learners name subjects by scanning their knowledge for some speech parts. Grade 2 circles between 2 - 5 synonyms which they intend to use in their written documents.

A. Account for Learned Skills...

Skills of Intellectual Arts

• 1 - Knowledge Skill Level

- Knows methods and procedures. [1] [2]

• 2 - Comprehension Skill Level

- Interprets facts, principles, and directions from visual sources. [1]
- Interprets facts, principles, and directions from verbal sources. [1]
- Translates meanings from text.

• 3 - Application Skill Level

- Applies correct usage of a method or procedure. [3]

• 4 - Analysis Skill Level

- Analyzes relationships among facts. [4]

Skills of Relational Arts

• Intrapersonal - Performs for self. [7]

- Manages time and order of spaces and materials.
- Exercises self-reliance and value to workmanship.
- Interprets uncertainties, errors, and failings as part of learning.

• Interpersonal - Performs with others. [7]

- Applies skills of relating to people.
- Applies skills of working with others.

Skills of Communication Arts

Language Arts Skills

• Learning the Process and Its Strategies [1]

- Know: Knows strategies for creating explanatory devices.*
- Comp: Interprets and applies video instructions.
- Comp: Interprets and applies written instructions.

• Performing the Process and Its Strategies [2]

- Anal: Examines information to infer meanings and create explanatory devices.*

• Applying the Process and Its Strategies [3]

- App: Applies strategies for interpreting information through devices.*

• Transferring the Process and Its Strategies to Written and Spoken Text [4]

- Anal: Breaks down, then examines explanatory devices from written and spoken text.*

*Subject synonym is the explanatory device.

Technical Arts Skills

- Computer .Syn: Plans the production of a document on database. [5]

- Video .Syn: Plans the production of a video documentary. [6]

Writer's
Guide

Level
1.2

B. Understand...

A **Subject Synonym** is an alternative word that is used when referring to the subject. It gives the writer variety and a chance to emphasize facts.

Alternative Words for the Subject

Verb Forms	Nouns	Word Pairs
float	floater	airy floater
boil	boiler	foamy boiler
polish	polisher	wonderful polisher

• Subject Synonyms •

- Pumice -

Thinking Skill: Apply Semantics

- When learners apply their semantic choices of words to express information about their subjects, they are performing a *translation* skill, in Bloom's *Application* level of thinking. This information processing strategy is the last time when learners move information through their minds to gain perspectives, understandings, and readiness before outlining their notes.
- Learners scan their memories for facts to match words in parts of speech. To think of VERBS they ask, "What does [my subject] do?" They list ACTION VERBS and transpose them into nouns (synonyms). To think of NOUNS, they ask, "What can [my subject] be called?" and to think of ADJECTIVES, they ask, "How can [my subject] be described?" From lines 4-15, they circle numbers of 2-5 synonyms that they will use in their documents.
- This strategy leads to success, regardless of the age, knowledge, or sophistication of the learner. It works well with pairs, teams, or individuals. Caution: While writing their documents, learners totally forget about synonyms unless they make check marks on numbers as they use them.
- After Grade 1 this is a fun strategy to transfer to reading analysis. Learners enjoy spotting synonymous terms that authors use in reference to their subjects. Carry learners beyond "spotting synonyms;" lead them to inferring the implied meanings; charge them with identifying the root words' parts of speech [e.g.: action verb, noun, adjective].

C. Plan...

Subject synonyms is a strategy for learners who are bored with writing "my subject" and "it." At last they have a way of processing other names to call their subjects! Painlessly, though, they are also learning essential parts of speech and implied meanings. This final "scan" of their knowledge gives them synonyms for writing or speaking. It also gives them a last mental processing of the facts, before they sort them into an outline of related parts (Step 4). Steps 3a-3c help learners to understand meanings and relationships among their notes, enabling them to sort and arrange them. This synonyms strategy is a fitting follow-up to the other two strategies because it calls for names that probably evolved through those other two strategies. Finally, this strategy transfers as a powerful analytical reading skill. Learners actually enjoy spotting synonyms and determining their part-of-speech origins. [Principle: Retention- Degree of Original Learning, Transfer] [Teacher Behavior: Teach to the Objective- Content]

First Experience [Gr. K: 1 note; Gr. 1: 10 notes; Gr. 2: 15 notes]

[Implant information with a Video Tape - Not Researched]

- If learners have never before done this **Thinking and Writing Process**, this step should be omitted. However, if they have had at least one experience, include it as follows.
- Think orally of synonyms. [Gr. 2: Share synonyms; require 2 subject synonyms.]
- Follow *Video Guide*. Use *Teacher's Transparencies*.
- Monitor: list first; choose and circle final selections.
[Teacher Behaviors: Monitor and Adjust- Interpret Responsive Behaviors]

Second Experience [Gr. K: 1 note; Gr. 1: 10 notes; Gr. 2: 15 notes]

[Share an Experience - Not Researched]

- Think orally of synonyms.
[Gr. 2: Share synonyms; require 2 subject synonyms.]
- Follow *Video Guide*. Use *Teacher's Transparencies*.
- Monitor: synonyms come from facts about subject.
[Teacher Behaviors: Monitor and Adjust, Interpret Responsive Behaviors]

Third Experience [Gr. 2: 15 - 25 notes] [Concrete - Researched]

- Think orally of synonyms. [Gr. 2: Share synonyms; require 2 subject synonyms.]
- Use *Teacher's Transparencies*. With ready learners begin to teach use of the *Writer's Guide*.
- Monitor: above + apply reading to *Basic Instructions*.
[Teacher Behaviors: Monitor and Adjust- Interpret Responsive Behaviors]

Fourth Experience [Gr. 2: 15 - 25 notes] [Textbook - Not Researched]

- Think orally of synonyms. [Gr. 2: Share synonyms; require 2 subject synonyms.]
- Use *Teacher Transparencies*. Enforce *Writer's Guide*.
- Monitor: above + use of *Basic* and *Illustrated Guides*.
[Teacher Behaviors: Monitor and Adjust- Interpret Responsive Behaviors]

3C

1.2

3c

D. Teach: Thinking of Synonyms...

1.2

A **subject synonym** is an alternative name for the subject. Speakers and writers use synonyms to avoid constant use of "loons" and "they" when referring to their subjects. However, they also use synonyms to plant messages into audiences' minds. For example, "loyal parents," plants two messages.

NOTE: Experienced speakers and writers use synonyms fluently as they write; not so with learning speakers and writers who do better by planning subjects' synonyms before arranging and composing their documents. This strategy leads them through one last perspective for processing information; it puts them into an uninterrupted, prewriting, synonym-planning mode of thinking. Like the previous five processing strategies, this synonyms strategy helps learners to understand information before they organize and communicate it. [As they write, they should "check off" used synonyms.] This particular strategy also applies uses of three speech parts: noun, verb, and adjective. This is a fun strategy to transfer to analytical reading skills. Enjoy learners spotting synonyms for subjects, recognize parts of speech, infer implications, and interpret messages!

- Pull: Step 3c from the Instructor's Transparencies, Level 1.
- Prepare: transparency of blank Level 1 Subject Synonyms Form 9.
- Return to learners: 9X6 half-envelope wallets, Synonyms and Outline forms.

- **Tell what they will be doing.** [Lesson Design: Anticipatory Set, Objective] [Project Synonyms form on the screen.] "Your subject is ISUBJECT. Let's think of other names to call SUBJECT so you won't get tired of always using your subject's name."

[Principle: Motivation- Knowledge of Results, Defined]

[Wait while learners complete top lines.] "First, fill in the lines at the top of your Subject Synonyms form. This time, on LINE 1, circle 'plural.' On LINE 3, circle 'they.' [Project Instructor's Transparency Step 3c, Level 1. Lay paper over lines 4-15.] Your forms should look like this. The lines are grouped in three parts. We'll work on one part at a time." [Remove paper.]

- **Demo, then do lines 4 - 7 ... verbs.** [Lesson Design: Input, Modeling] [Continue showing Instructor's Transparency 3c; lay paper over lines 8-15.] "This form is about people. Here are the verbs that they do. [Read the verbs.] The verbs are turned into naming nouns about these people. [Read Lines 4-7 nouns.] [Now project the blank Synonyms form on the screen. Cover lines 8-15 with a sheet of paper.] Look at the 'action verbs' box on my synonyms form. 'What do [loons] do?' [Write action verb answers in the 4-7 box: swim, fish, raise chicks.] Write words in your own boxes. Ask: 'What do [my subject] do?' Share some answers that you can write in your verb boxes. Write at least two verbs." [Ask for several answers shared orally.] [Lesson Design: Checking for Understanding, G. Practice] [Continue to focus on lines 4-7 with a paper covering 8-15.] "Here's

the next step. See the arrow; it goes from left to right... from verbs to nouns. 'Swim' is my action verb about loons. Following this arrow... they are called, 'swimmers.' So I write 'swimmers' on the line across from 'swim.' [Write nouns from verbs on the lines 4-7: swimmers, hunters, chick raisers.] Change all verbs into naming nouns. [Wait for everyone to finish.] Draw a large 'X' through the box of verbs."

- **Demo, then do lines 8-11 ... nouns.** [Lesson Design: Input, Modeling] "Let's move to 'nouns' on lines 8-11. Here's the question to help us think of nouns. 'What can [my subject] be called?' I'll ask, 'What can [loons] be called?' The answer: 'Loons can be called [animals, birds, creatures, predators].' [Write answers on noun lines.] Think of nouns for your lines. First ask, 'What can [my subject] be called?' Then answer, '[My subject] can be called [blank].'"

[Lesson Design: Checking for Understanding, Guided Practice]

"Share your nouns. Write least two nouns on lines 8-11." [Circulate to check understandings. Call for answers shared orally.]

- **Demo, then do lines 12-15 ... adjectives.** [Lesson Design: Input, Modeling] "Now look at 'adjective-noun' lines 12-15. These lines ask first for 'adjectives' or 'describers.' This time we look for words to describe loons. Here's the question: 'How can [my subject] be described?' So I'll ask, 'How can [loons] can be described?' The answer: 'Loons can be described as being [graceful, speedy, loyal].' [Write adjectives on the left side of lines 12-15.] Now you ask the question. Ask, '[My subject] can be described as being [blank].'"

[Lesson Design: Checking for Understanding, Guided Practice]

"Share your adjectives. Write at least two adjectives on lines 12-15." [Circulate to check understandings. Call for oral answers.]

- **Demo, then do lines 12-15 ... nouns.** [Lesson Design: Input, Modeling] "You need nouns after the adjectives on lines 12-15. Read each adjective, then look for a noun. Find nouns on lines 4-11, or think of new nouns. Read an adjective, then write a noun that goes with it. I have [graceful.] [Write 'swimmer.'] I think [swimmer] goes with 'graceful.' Now I have [graceful swimmer]." [Write nouns next to adjectives, lines 12-15.] I'll write [speedy diver] and [loyal mates].

[Lesson Design: Checking for Understanding, Guided Practice]

"Now you write a noun to go with each adjective. Look on lines 4-11 or think of another noun. Who has an adjective-noun pair of words?" [Circulate to check understandings. Seek oral answers.]

- **Choose synonyms to use.** "Read your synonyms on Lines 4-15. Choose 2-5 synonyms that you will use in your final document or speech. Circle their numbers." [Select 2-5 synonyms with 15-25 notes. Too many synonyms will hurt the document.]

E. Schedule...

First Experience [Gr. 1][Gr. 2] [Video Tape - Not Researched]
•20 minutes [Gr. 2: write 2 subject synonyms][10][15 notes]

Second Experience [Gr. 1][Gr. 2] [Experience - Not Researched]
•20 minutes [Gr. 2: write 2 subject synonyms] [10][15-20 notes]

Third Experience [Concrete Subject - Researched]
•10 minutes [Gr. 2: write 2 subject synonyms] [15-25 notes]

Fourth Experience [Textbook - Not Researched]
•10 minutes [Gr. 2: write 2 subject synonyms] [15-25 notes]

F. Assess Skills Authentically...

Portfolio Sample Options

- Anal: Subject Synonyms form displays listed synonyms and some circled choices. [2]
- Self: Envelope and forms display orderliness. [7]

Observation Record Options

- Comp: Interprets and applies *Video Guide 3c* instructions. [1]
- Comp: Interprets and applies *Writer's Guide 3c* instructions. [1]
- Anal: Follows strategy for thinking of subject synonyms. [2]
- Self: Uses time for work; clears spaces for work; maintains forms and sources. [7]

Performance Test Options

- Anal: Asks questions for thinking of synonyms for a subject. [2]

Rubric • 1 = not yet: work on ____

Scores • 2 = emerging: doing ____ ... work on ____

• 3 = developing: doing ____ ... work on ____

• 4 = maturing: doing ____ ... work on ____

• 5 = strong: continue doing ____

3c. Think of Words to Call Your Subject.
(a) Get ready to write on your Subject Synonyms form.
I write names and numbers on the lines.

(b) Think of verbs (actions) that your subject(s) can do.
What does my subject do?

(c) Think of nouns that your subject(s) can be called.
My subject can be called

(d) Think of words to describe your subject, then copy or think of new nouns that go with these words.
My subject can be described as being

(e) Choose your best subject synonyms.
I circle numbers of 1-5 best names.

Specific Instructions 5

SUBJECT SYNONYMS

Student Will B. Able
Teacher Miss Tee
Room 111 Date April 1

Write words that can take the place of your subject. You will use some of these words as you write your product or give your speech. Write at least five words. Then circle at least three words that you plan to use. Later, when you use circled words in a sentence, make a check mark on their numbers.

Number 1: singular or plural (circle one)
Subject 2: rodents
Pronoun 3: he she it they (circle one)

Action Verbs → Changed to Nouns

4. nibblers
5. runners
6. climbers
7. jumpers

Use action verbs in this area.

Other Nouns 8. rodents
9. creatures
10. mammals
11. animals

Below, first list descriptors; then list noun synonyms (descriptors and synonyms)

Adjective-Noun Pair 12. cute rascals
13. clever creatures
14. pesty nibblers
15. busy animals

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Level 1

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Writer's Guide, Specific Instructions, Level 1, page 5: This strategy engages learners in yet another "processing" of their information. While searching their knowledge for fitting synonyms, they are becoming familiar with three key parts of speech: action verbs, nouns, and adjectives.

3C. Think of Subject Synonyms

Specific Instructions

Writer's
Guide

Level
1.2

4. Sort the Notes

Basic Instructions

4. Sort the Notes.

- (a) Sort your notes into 3-6 stacks. Predict names that might go on your note stacks. Write those names on paper. Have the list handy for naming your notes.

Hold all your notes in one hand. Read the first note. If you can give it a name of a stack, write its name on the Topic line. If you cannot give it a name yet, put it aside for awhile. Read the next note. If it has the same name, write the name on the Topic line. Check it on the named note. Read and name all the notes. Write the names on the Topic lines.

- (b) Put confusing notes aside for awhile. You will read notes that you cannot name. Put them aside in a stack by themselves for awhile. Later you will try to name each confusing note with a name.

- (c) Label the Topic line in the lower-left corner of each note card. Look at the Topic line of each card. All cards should have a name. Print a name on the Topic line of cards without a name.

Basic Instructions 6

Writer's Guide Level 1.2

- (d) Put your confusing notes into named stacks. Hold your confusing notes in one hand. Read one confusing note. Then read the stack names on the Topic lines. Decide if the confusing note can fit into any of your stacks. If so, write the name on the Topic line and put it into the stack. If it does not match, either start a new stack or throw it away.

Level 1

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Writer's Guide, Basic Instructions, Level 1, page 6: Learners sort notes into stacks. They read a note and match it to a category from a list of Topics. They write the category on the Topic line of each card. When confused by a note, they set it aside and return to it after all other notes have been sorted and named.

A. Account for Learned Skills...

Skills of Intellectual Arts

•1 - Knowledge Skill Level

- Knows methods and procedures. [1] [2]

•2 - Comprehension Skill Level

- Interprets facts, principles, and directions from visual sources. [1]
- Interprets facts, principles, and directions from verbal sources. [1]

•3 - Application Skill Level

- Applies correct usage of a method or procedure. [3]

•4 - Analysis Skill Level

- Analyzes relationships among facts. [4]
- Analyzes the organizational structure of a production. [4]

•5 - Synthesis Skill Level

- Produces a planned written or spoken document. [2] [5] [6]

Skills of Relational Arts

•Intrapersonal - Performs for self. [7]

- Manages time and order of spaces and materials.
- Exercises self-reliance and value to workmanship.
- Interprets uncertainties, errors, and failings as part of learning.

•Interpersonal - Performs with others. [7]

- Applies skills of relating to people.

Skills of Communication Arts

Language Arts Skills

•Learning the Process and Its Strategies [1]

- Know: Knows strategies for producing a document.
- Comp: Interprets and applies video instructions.
- Comp: Interprets and applies written instructions.

•Performing the Process and Its Strategies [2]

- Syn: Plans the structure of a composition.*
- Syn: Produces a document/speech in a form to match audience and purpose.

•Applying the Process and Its Strategies [3]

- App: Applies strategies for producing a document.

•Transferring the Process and Its Strategies to Written and Spoken Text [4]

- Anal: Breaks down text, then examines its organizational structure.*

*Categories to form an outline make the structure of a composition.

Technical Arts Skills

- Computer •Syn: Plans the production of a document on database. [5]

- Video •Syn: Plans the production of a video documentary. [6]

B. Understand...

Sorting notes is a beginning outlining skill. Learners sort their information into stacks and name each stack. Learners tend to trip on this step when they learn it without anticipatory sets and reinforcements. Once they learn this skill, however, it remains with them for endless uses.

Stacks and Their Names

Looks	How Formed	Uses
tiny holes light weight white	boiling in volcano mixed with gases hardens with holes	cleansers scrubbers polishers

• Note Stacks •

- Pumice -

Thinking Skill: Analyze Categories

- When learners sort notes into their own groups (categories) and give those groups names, they are performing a *categorization* skill, at the beginning of Bloom's *Analysis* level of thinking. Analysis is a skill of taking something apart and deducing the relationships among its pieces. Therefore, sorting (relationships) notes (pieces) can be very difficult without strategic planning.
- Grades K and 1: List categories for all to see. Use your list as you lead learners through categorizing their ideas.
- Grade 2: Lead learners to "predict what you think we will name our stacks of notes." Do this on Days 1, 2, and 3. Do it again on the day of Step 4. Leave their list on the board so they can use it in naming notes with a category.
- Teach outlining; consistently have learners predict categories: for specific events, for lessons, for introductions to curricular units of study.
- By itself, this note-sorting step helps learners organize both thoughts and things in their world. It is a skill tragically overlooked because most of us adults assume that learners can only handle outlining at late high school ages. Few of us have been given our own organization strategy; so few of us have a strategy to give to learners. They can organize at age 3, and when they mature with practice and application, they have few problems with it. Organizing enables them to manage thoughts, time, and space.

C. Plan...

Sorting notes requires skills of analyzing the relationships among parts and distinguishing category names for those relationships. If we give learners a list of category names and tell them to sort things or thoughts into our categories, most learners will succeed. The skill of sorting while using listed category names is not the same as the skill of sorting while creating a list of category names. The strategy in this step teaches learners to "think of their own category names." In Level 1 we begin by providing the list of names on the board. Then, after the second experience, we ask for names from learners and write them on the board. The strategy in Levels 2 and 3 teaches how to think of category names for notes. In this Level 1, assign additional applied experiences with categorizing; give them repeated practice across the curriculum. [Principle: Retention- Degree of Original Learning, Practice] [Teacher Behavior: Teach to the Objective- Content]

First Experience [Gr. K: 1 note; Gr. 1: 10 notes; Gr. 2: 15 notes]

[Implant information with a Video Tape - Not Researched]

- Require a name on the Topic line of each note.
- **Gr. 1 and 2:** Write three or four category names on a transparency. Project it for all to use.
- Follow *Video Guide*. Use *Teacher's Transparencies*.
- Monitor: top note names each topic's stack of notes.
[Teacher Behaviors: Monitor and Adjust- Interpret Responsive Behaviors]

Second Experience [Gr. K: 1 note; Gr. 1: 10 notes; Gr. 2: 15 notes]

[Share an Experience - Not Researched]

- Require a name on the Topic line of each note.
- **Gr. 1:** Write three or four category names on a transparency. Project it for all to use.
- **Gr. 2:** Ask the group for "group names" (categories). Write them on a transparency and project it for all to use.
- Follow *Video Guide*. Use *Teacher's Transparencies*.
- Monitor: above + name or initial on all topic lines.
[Teacher Behaviors: Monitor and Adjust- Interpret Responsive Behaviors]

Third Experience [Gr. 2: 15 - 25 notes] [Concrete - Researched]

- Require a name on Topic line of each note.
- **Gr. 2:** Ask the group for "group names" (categories). Write them on a transparency and project it for all to use.
- Use *Teacher's Transparencies*. Begin *Writer's Guide*.
- Monitor: above + apply reading to *Basic Instructions*.
[Teacher Behaviors: Monitor and Adjust- Interpret Responsive Behaviors]

Fourth Experience [Gr. 2: 15 - 25 notes] [Textbook - Not Researched]

- Require a name on Topic line of each note.
- **Gr. 2:** Ask the group for "group names;" project.
- Use *Teacher's Transparencies* and *Writer's Guide*.
- Monitor: above + use of *Basic Guide*.

4

1.2

D. Teach: Sorting Notes...

Sorting notes is the first step toward outlining. Learners begin by predicting names for stacks of notes. As they match notes to form stacks, they name each stack on its top card and initial the other cards. Thus begins a topic outline, an advanced skill of thinking.

- Pull: Step 4 from the Instructor's Transparencies, Level 1.
- Prepare: plastic transparencies of 4 note cards, Level 1, Form 5 or 6.
- Prepare: a stack of 5 - 10 paper note cards, Level 1, Form 5 or 6.
- Return to learners: 9X6 half-envelope wallets, Synonyms and Outline forms.

- **Tell what they will be doing.** [Lesson Design: Anticipatory Set, Objective]
"You have taken notes, and you have been so smart with all your questions. Today you will sort your notes into stacks, and you will give each stack a name." [Principle: Motivation- Reward, Intrinsic]

- **Explain how this step works.** [Lesson Design: Input]
[Project Instructor's Transparency, Step 4, Level 1; show Topic lines on cards. Point out name on top note.] "This is how your note cards will look. You will write topic names on these topic lines of the cards just like these names are written." [Principle: Rate and Degree- Hemisphericity]
"You'll name your notes and put them into stacks. [Project a transparency of the note card, and point to the Topic line.] You will write names on the Topic lines." [Project Instructor's Transparency, Step 4, Level 1; show Topic lines on cards. Point out name on all notes.]

[With chalk or overhead pen, be ready to write names.] "Before we begin, let's think of the names that we can give to our notes. When all your notes are in stacks, what names do you predict we might have for them?" [Write names as they say them. After they have listed the names, ask the class to help you think of shorter names to substitute for long names that might have been listed. e.g.: "what they do = actions, behaviors" Long names are correct, but might be too much writing for these youngsters.]

- **Demonstrate how this step works.**

[Lesson Design: Anticipatory Set, Objective]
"Clear your desk space; you only need your outline form, your notes, and a pencil. Put everything else out of your way. Set everything down; eyes up here."

[Hold note card for all to see.] "This is my first note. I read it, and I look at the list on the board. I try to name it from one of those names. Now I print the name on the Topic line. [Model with a blank note card. Write a topic name on the topic line.] Now I read my next note. I find a name on the board and write it on the topic line again."

- **Shift to learners' note sorting.** [Lesson Design: C Understanding]
"Now you do it. I'll help you to get started. On the board we predicted what we might name our stacks, and we listed some of those names. Now read one note at a time and write names on the Topic lines."

[Lesson Design: Checking for Understanding]
"I want to know if you understand my instructions. Point your thumb down if you do not understand the; point your thumb sideways if you understand a little bit; and point your thumb up if you really understand what to do." [Monitor, and adjust the plan if thumbs are pointed down.] [Teacher Behaviors: Monitor and Adjust]

"Everyone, read your first note, look at the names on the board, and write a name on the Topic line. [Monitor.] Read your second note, look at the names on the board, and write a name on the Topic line. Choose a name for each of your notes. Raise your hand if you need help." [Monitor and, after checking, tell individuals to continue.] [Teacher Behaviors: Monitor and Adjust]

- **Initiate practices.** [Lesson Design: first G P, then Independent Practice]
[Guided Practice is appropriate during this document. Independent Practice with minimal guidance is unlikely until their third or fourth document. When you determine that learners are ready for Independent Practice, give them each a Writer's Guide, Level 1. This guide fosters self-reliance in learning. It also gives them opportunities to apply and strengthen their direction-reading skills.] [Principle: Retention- Practice, Reinforcement]

- **Explain and model how to crisscross stacks.**

"Now all of your notes have a name on the Topic line. Sort them into stacks so all the notes will be together by their names." [Model your blank notes, then monitor.]
"Crisscross the stacks so they will be ready tomorrow. Crisscross them face down, and put them into your hamburger fold. Then put the hamburger-folded outline into your envelope." [Model your blank notes, then monitor.]
[Collect envelopes in pairs or groups by partners or teams.]

E. Schedule...

First Experience [Gr. 1][Gr. 2] [Video Tape - Not Researched]
•20 min. [Gr. 1 and 2: use your Topics] [10][15 notes]

Second Experience [Gr. 1][Gr. 2] [Experience - Not Researched]
•20 min. [Gr. 1 and 2: use your Topics] [10][15-20 notes]

Third Experience [Concrete Subject - Researched]
•15 min. [Gr. 2: ask and list group's Topics] [15-25 notes]

Fourth Experience [Textbook - Not Researched]
•15 min. [Gr. 2: ask and list group's Topics] [15-25 notes]

F. Assess Skills Authentically...

Portfolio Sample Options

- Anal: Notes are crisscrossed in stacks with names or initials on Topic lines. [2]
- Self: Envelope and forms display orderliness. [7]

Observation Record Options

- Comp: Interprets and applies *Video Guide* 4 instructions. [1]
- Comp: Interprets and applies *Writer's Guide* 4 instructions. [1]
- Anal: Follows strategy for sorting notes into stacks. [2]
- Self: Uses time for work; clears spaces for work; maintains forms and sources. [7]

Performance Test Options

- Anal: Asks questions to sort notes; name stacks as they form. [4]

Rubric Scores

- 1 = not yet: work on ____.
- 2 = emerging: doing ____ ... work on ____.
- 3 = developing: doing ____ ... work on ____.
- 4 = maturing: doing ____ ... work on ____.
- 5 = strong: continue doing ____.

4. Sort the Notes.

(a) Sort your notes into 3-6 stacks.
I put my notes in 3 or 4 or 5 or 6 stacks. I name my stacks on the Topic lines.

(b) Put confusing notes aside for awhile.
I cannot decide where to put this note.

(c) Label the Topic line in the lower-left corner of each note card.
I write a name on every Topic line.

(d) Put your confusing notes into named stacks.
I think my confusing note could belong in a named stack.

Level 1

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Specific Instructions 6

Writer's Guide

Level 1.2

4. Sort the Notes

Specific Instructions

Writer's Guide, Specific Instructions, Level 1, page 6: This skill is enhanced with lead-up strategies. List category Topics for first grade and for first-time second grade. Project one category at a time and ask the class who has a note that goes into the projected category. Give them practice in thinking with specific facts and broad categories. To beginners categories and notes are equal.

5. Outline the Notes

Basic Instructions

5. Outline the Notes.

- (a) Write your title and your subject on the top lines of your Topic Outline form.

Think of a title for your subject. Write it on the title line. Write your subject on the subject line. Write on the lines in the top corner of the Topic Outline form.

- (b) Arrange your stacks in an order that makes the best sense. All notes of each stack should have a name on the Topic line.

Read the names on all of the stacks. Decide which stack will be first. Hold it in your hand and stretch your arm. Set the first stack away from you and high on your desk. Decide the second stack and set it closer to you and under the first stack. Make a long up-and-down line with all of your stacks.

- (c) Write your Topics on the Topic lines of the Topic Outline form. You have made a long up-and-down line with your stacks.

Now they are ready for your outline. Copy your topic names from the Topic lines to the lines on the Topic Outline form. Copy them in the order that you arranged your stacks II, III, IV, and V.

TOPIC OUTLINE

Author: Will B. Able Teacher: Miss Tee

Title: Meet Our Tree Squirrels Date: 111 Day: April 1

Subject: Tree Squirrels

TOPIC I: Body (1 - 10)

TOPIC II: Homes (1 - 10)

TOPIC III: Food (1 - 10)

TOPIC IV: _____ (1 - 10)

TOPIC V: _____ (1 - 10)

LEVEL 11: _____

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Basic Instructions 7

Writer's
Guide

Level
1.2

Write on the blank at the top of the Topic Outline form. Write your title and subject on the lines. Write your topic names on the Topic lines. Arrange your topic stacks in order that will make sense. Copy the Topic names from your stacks to the Topic lines of the TOPIC OUTLINE form.

If you need more than five Topic lines for your Topics, either turn the Outline form over to write on the back side or get a second form.

Level 1

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Writer's Guide, Basic Instructions, Level 1, page 7: Learners (particularly Grade 2) arrange named stacks in an order that makes sense to them. They place the stacks in a vertical column, with the first name at the top. Then, beginning at the top, reading each stack's TOPIC name, they copy the arranged names on TOPIC lines of the Outline form.

A. Account for Learned Skills...

Skills of Intellectual Arts

•1 - Knowledge Skill Level

- Knows methods and procedures. [1] [2]

•2 - Comprehension Skill Level

- Interprets facts, principles, and directions from visual sources. [1]
- Interprets facts, principles, and directions from verbal sources. [1]

•3 - Application Skill Level

- Applies correct usage of a method or procedure. [3]

•4 - Analysis Skill Level

- Analyzes relationships among facts. [4]
- Analyzes the organizational structure of a production. [4]

•5 - Synthesis Skill Level

- Produces a planned written or spoken document. [1] [5] [6]

Skills of Relational Arts

•Intrapersonal - Performs for self. [7]

- Manages time and order of spaces and materials.
- Exercises self-reliance and value to workmanship.
- Interprets uncertainties, errors, and failings as part of learning.

•Interpersonal - Performs with others. [7]

- Applies skills of relating to people.

Skills of Communication Arts

Language Arts

•Learning the Process and Its Strategies [1]

- Know: Knows strategies for producing a document.
- Comp: Interprets and applies video instructions.
- Comp: Interprets and applies written instructions.

•Performing the Process and Its Strategies [2]

- Syn: Plans the structure of a composition.*
- Syn: Produces a document/speech in a form to match audience and purpose.

•Applying the Process and Its Strategies [1]

- App: Applies strategies for producing a document.*

•Transferring the Process and Its Strategies to Written and Spoken Text [1]

- Anal: Breaks down text, then examines its organizational structure.*

*Topics in a logical list make the structure of a composition.

Technical Arts Skills

- Computer •Syn: Plans the production of a document on database.

- Video •Syn: Plans the production of a video documentary. [6]

B. Understand...

Outlining notes is a skill of arranging note stacks and writing TOPIC names on the Topic Outline form. Beginners focus on the physical skills of manipulating the stacks, their topics, and the Outline form. They advance to considerations of purpose, audience, and form when they arrange stacks to form outline plans for their productions.

Arrangements for Purposes and Audiences

I. Looks	I. Habitat	I. Habitat
II. How Formed	II. Body	II. Family
III. Uses	III. Family	III. Body

• Stack Arrangements •

- Pumice -

Thinking Skill: Synthesize Meanings

- When learners arrange stacks (categories) to fit their planned purpose, audience, and form, they are performing a *production* skill, at the beginning of Bloom's *Synthesis* level of thinking. Synthesis is a thinking skill of using varied pieces to produce a "new whole." This strategy toward that "new whole" has learners arrange their categories by writing topic names on TOPIC lines. At first, learners simply learn this strategy's physical movements; later, they grow in intellectual processes.
- Grade 1 learners are learning how to manipulate the parts with their physical coordinations. They are not ready for the intellectual emphasis of this step. They should decide which Topic will be first, second, and third; they then should copy those topic names on the first, second, and third lines of the Topic Outline. If they can explain their "reasons" for the order, praise them; if they cannot, let it go. The emphasis here is on following the steps, not on pursuing audience and form.
- Grade 2 learners should be expected to do much the same as Grade 1 is expected to do. They generally do better, however, at explaining their "reasons" for the order in which they have arranged their topics.
- Grades 1 and 2 Topic Outlines should show capitalized topics on the TOPIC lines. They should show information on the lines at the top.

C. Plan...

Outlining begins the forming of a synthesized plan of all that has been gathered and processed. This skill is learned in graduating experiences, developing from physical to intellectual growth. "Skill learning" implies that learners begin with no skills and progress up a plane of graduating complexities. Therefore, nearly all beginners of any skill start at "grade one." Grade one gives us the physical movements and coordinations of a skill. Most of us cannot leap to full performance without that physical, "grade one" step. Once "physical" coordinations take root, we are "emotionally" comfortable with the performance, and, therefore, "socially" acceptable. Then our "intellectual" beings begin to flourish and grow. Begin all skills with the "grade one" focus on movement and coordination.

[Teacher Behavior: Teach to the Correct Levels of Difficulty]

[Principle: Motivation- Success, Level of Difficulty]

First Experience [Gr. K: 1 note; Gr. 1: 10 notes; Gr. 2: 15 notes]

[Implant information with a Video Tape - Not Researched]

- Require that note stacks and outline be in the same order.
- Follow *Video Guide*. Use *Teacher's Transparencies*.
- Monitor: stacks crisscrossed faced down, first topic on top.

[Teacher Behaviors: Monitor and Adjust- Interpret Responsive Behaviors]

Second Experience [Gr. K: 1 note; Gr. 1: 10 notes; Gr. 2: 15 notes]

[Share an Experience - Not Researched]

- Require that note stacks and outline be in the same order.
- Follow *Video Guide*. Use *Teacher's Transparencies*.
- Monitor: above + outline's TOPICS begin with capital letter.

[Teacher Behaviors: Monitor and Adjust- Interpret Responsive Behaviors]

Third Experience [Gr. 2: 15 - 25 notes] [Concrete - Researched]

- Require stack arrangement shows a plan.
- Use *Teacher's Transparencies*. Begin *Writer's Guide*.
- Monitor: above + apply reading to *Basic Instructions*.

[Teacher Behaviors: Monitor and Adjust- Interpret Responsive Behaviors]

Fourth Experience [Gr. 2: 15 - 25 notes] [Textbook - Not Researched]

- Require stack arrangement shows a plan.
- Use *Teacher's Transparencies*. Enforce *Writer's Guide*.
- Monitor: above + use of *Basic Guide's Illustrations*.

[Teacher Behaviors: Monitor and Adjust- Interpret Responsive Behaviors]

1

5
1.2

5

D. Teach: Outlining the Notes...

1.2

Outlining notes begins the development of a plan. A plan focuses on a purpose, an intended audience, and the form in which the message will be conveyed. A plan should be made before its outline, but learners first must develop the skills of outlining and of writing in the four forms.

- Pull: Step 5 from the Instructor's Transparencies, Level 1.
- Prepare: a plastic transparency of the Topic Outline form, Level 1, Form 11.
- Use: Step 4's stack of 5 - 10 blank paper note cards, Level 1.
- Return to learners: 9X6 half-envelope wallets, Synonyms and Outline forms.

- Tell what they will be doing. [Lesson Design: Anticipatory Set, Objective]
"Take out your notes. Look what a wonderful job you smart people did. They are already in groups with names on the topic lines. Now you will put the stacks in order the way you want them."

[Principle: Motivation- Reward, Intrinsic]

- Explain how this step works. [Lesson Design: Input]
"Begin by thinking about a person your age who will be your reader. This person knows almost nothing about your subject. You will decide the first topic to get your reader started; then decide the second, third, and fourth topics. You will arrange the topics in any way that makes good sense to you. [Project the Instructor's Transparency, Step 5, Level 1.] This is how your Topic Outline will look. Notice the subject and the title at the top. Notice, too, that each topic begins with a capital letter. Get your outline forms ready. Write information at the top, and write your subject on the 'subject' line. If you can think of a title, write it on the Title line."

[Principle: Motivation- Knowledge of Results]

- Demonstrate how this step works. [Lesson Design: Modeling]
[Either borrow a student's stacked notes or have a sample set of blank stacks ready for demonstration. While you are waiting, write on the top lines of the Outline form transparency, Level 1. Project it on the screen.] "The top lines of all outlines should all be completed. I'll use these note stacks to show you this next step. My reader knows almost nothing about common loons, so what would be my best first topic? I'll choose the 'Body' stack for my first Topic because I think my reader should be able to picture 'common loons.' [Place the "Body" stack on your table, an arm's length from you. As you demonstrate, place the stacks in a vertical column that will resemble the vertical column of Topic lines on the Topic Outline form.] I set this 'Body' stack on the table an arm's length away from me. Now, thinking about 'Body,' what would be a good second stack? I'll choose 'Habitats.' I set this 'Habitats' stack on the table closer to me, beneath the 'Body' stack. My last stack is 'Families,' and I put the 'Families' stack closest to me, beneath the 'Habitats' stack. My stacks are now in an up-and-down list. The topic name is on the top card of each stack. Now I'll copy my topic names onto the TOPIC lines of the Topic Outline form. Notice

that I always capitalize each Topic of the outline." [Write and capitalize "Body" on the TOPIC I line; "Habitats" on the TOPIC II line; and "Families" on the TOPIC III line.]

- Shift to learners' outlines. [Lesson Design: Check for Understanding]
"It's your turn. I'll help you. Before we do anything, though, clear your spaces because you'll need room for your stacks. [Give them a moment to clear their work areas.] Spaces ready? Take your stacks out of the envelope, and set each stack on your work area." [Monitor all Topic names are on top note cards.]

"Think about arranging your topics for your reader. A few days ago you each decided who your reader will be. You chose a reader around your age who knows almost nothing about your subject. Pick up the first stack, straighten your arm, and set it an arm's length away from you. [Gesture this action. Monitor their actions.] Read your other topics; again think carefully. Which topic will blend with your first topic? Pick up this second stack and set it beneath the first stack, closer to you. [Gesture this action. Monitor their actions.] Decide the third, fourth, and other stacks. Put them all in order. [Monitor their actions.]

"You did that very well. Here's the next step. Write the topics, in their order, on the TOPIC lines of the Topic Outline form. [Point to the Body topic to show it, capitalized, on the TOPIC I line of the Outline form.] Help me see that you understand what words to write. With one hand, point to the topic name on your first stack of notes; with your other hand, point to the TOPIC I line on your outline form. [Point to a plastic card and the TOPIC I line of the outline form on the screen. Monitor.] Write the first topic on the TOPIC I line; begin with a capital letter. [Monitor.] Continue writing topics on TOPIC lines for II, III, IV. If you have 6 or 7 stacks, draw blanks on the back of the Outline form. Remember to capitalize each topic." [Monitor their actions.]

- Initiate practices. [Lesson Design: first Guided Practice, then Independent Practice]
[Guided Practice is appropriate during this document. Independent Practice with minimal guidance is unlikely until their third or fourth document. When you determine that learners are ready for Independent Practice, give them each a Writer's Guide, Level 1. This guide fosters self-reliance in learning. It also gives them opportunities to apply and strengthen their direction-reading skills.]

- Explain and model how to crisscross stacks.

"Now pick up your Topic 1 stack and place it faced down. Pick up your Topic 2 stack and crisscross it faced down. Now crisscross your Topic 3 and 4 and 5 stacks... faced down. They will be in order when you need them again. Put the crisscrossed stacks into your hamburger fold. Then put the hamburger-folded outline into your envelope." [Monitor.]

E. Schedule...

First Experience [Gr. 1][Gr. 2] [Video Tape - Not Researched]
• 15 min. [Gr. 1 and 2: Topic names on Outline] [10][15 notes]

Second Experience [Gr. 1][Gr. 2] [Experience - Not Researched]
• 15 min. [Gr. 1 and 2: Topic names on Outline][10][15-20 notes]

Third Experience [Concrete Subject - Researched]
• 10 min. [Gr. 2: Topic names on Outline] [15-25 notes]

Fourth Experience [Textbook - Not Researched]
• 10 min. [Gr. 2: ask and list group's topics] [15-25 notes]

F. Assess Skills Authentically...

Portfolio Sample Options

- Syn: Outline form shows topics in learner's order by reasoning. [2]
- Self: Envelope and forms display orderliness. [7]

Observation Record Options

- Comp: Interprets and applies *Video Guide 5* instructions. [1]
- Comp: Interprets and applies *Writer's Guide 5* instructions. [1]
- Anal: Follows strategy for arranging topics for a certain audience. [2]
- Self: Uses time for work; clears spaces for work; maintains forms and sources. [7]

Performance Test Options

- Syn: Explains reasons for arranging topics for audience. [2]

- Rubric Scores**
- 1 = not yet: work on ____.
 - 2 = emerging: doing ____ ... work on ____.
 - 3 = developing: doing ____ ... work on ____.
 - 4 = maturing: doing ____ ... work on ____.
 - 5 = strong: continue doing ____.

5. Outline the Notes.

(a) Write your title and your subject on the top lines of your Topic Outline form.

I write names and numbers on the lines.

(b) Arrange your stacks in an order that makes the best sense.

I want my topics in this order.

(c) Write your Topics on the Topic lines of the Topic Outline form.

I write my Topic names on my Outline.

Specific Instructions 7

Level 1

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Writer's Guide, Specific Instructions, Level 1, page 7: Stacks should be arranged to accomplish an intended purpose for an identified audience. However, in Level 1, we urge Grade 2 to arrange named stacks in a "sensible way." This places the emphasis on psychomotor rather than on intellectual focus.

5. Outline the Notes

Specific Instructions

Writer's
Guide

Level
1.2

6. Number Notes Sensibly *Basic Instructions*

6. Number the Notes Sensibly.

(a) Arrange your notes in an order that will make sense to your readers. Pick up the Topic 1 notes. Spread them out so you can read only the notes and not the reason questions. Now read each note and plan a sensible order. Decide which will be first and print a 1 in the circle. Set it on the side to start a new column. Decide the second note and print a 2 in its circle. Number all of the notes for Topic 1. Put them in order.

(b) Use "1" only once as you number in the circles. Push the Topic 1 notes together so that the "1" is on top. Turn them face down while you number the Topic 2 notes. Spread out the Topic 2 notes. Number them. Be careful that you do not use number 1 again. Look at the last number of the Topic 1 notes. On the first number of the Topic 2 notes, print the next number. The number "1" should only be used for the very first note of this outline. All the other notes should continue the numbers to the last note.

(c) Print the note numbers in the boxes on your Topic Outline form. Find the round-cornered box on the Topic Outline. In it print the numbers of this Topic's notes. Turn the stack of notes for this Topic face down.

Basic Instructions 8

Use #1 only once. Pick up the next Topic's stack of notes. Lay each note in a long column. Read each note. Number it in the circle. Keep the notes in order. Now turn the stack face down. Criss-cross it on the note stacks for the other Topics. Later you will turn over the face-down criss-crossed stacks. They will be in order for writing.

Level 1

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Writer's Guide, Basic Instructions, Level 1, page 8: When numbering Topic 1's notes, learners spread them downward, covering "For what reason" so only notes show. They read them, determine which will be first, pull it, print a "1" in the circle, and turn it faced down. They read and number all Topic 1 notes in the circles. Then, continuing from the last number, they repeat the procedure with notes in the remaining Topics. They crisscross the Topic stacks faced down. Only once do they use "1;" they continue numbers in one long sequence. This way they only have one of each number, and when they drop or mix them, they can easily return them to their order.

A. Account for Learned Skills...

Skills of Intellectual Arts

•1 - Knowledge Skill Level

- Knows methods and procedures. [1] [2]

•2 - Comprehension Skill Level

- Interprets facts, principles, and directions from visual sources. [1]
- Interprets facts, principles, and directions from verbal sources. [1]

•3 - Application Skill Level

- Applies correct usage of a method or procedure. [3]

•4 - Analysis Skill Level

- Analyzes the organizational structure of a production. [4]

•5 - Synthesis Skill Level

- Produces a planned written or spoken document. [2] [5] [6]

Skills of Relational Arts

•Intrapersonal - Performs for self. [7]

- Manages time and order of spaces and materials.
- Exercises self-reliance and value to workmanship.
- Interprets uncertainties, errors, and failings as part of learning.

•Interpersonal - Performs with others. [7]

Skills of Communication Arts

Language Arts

•Learning the Process and Its Strategies [1]

- Know: Knows strategies for producing a document.
- Comp: Interprets and applies video instruction.
- Comp: Interprets and applies written instructions.

•Performing the Process and Its Strategies [2]

- Syn: Plans the structure of a composition.*
- Syn: Produces a document/speech in a form to match audience and purpose.

•Applying the Process and Its Strategies [3]

- App: Applies strategies for producing a document.

•Transferring the Process and Its Strategies to Written and Spoken Text [4]

- Anal: Breaks down text, then examines its organizational structure.*

*Numbered notes complete the structure of a composition.

Technical Arts Skills

- Computer .Syn: Plans the production of a document on database. [5]

- Video .Syn: Plans the production of a video documentary. [6]

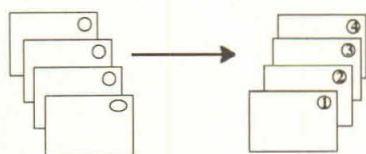
Writer's
Guide

Level
1.2

B. Understand...

Numbering notes sensibly refers to the logic that learners use when they sort notes. When they have finished numbering notes from "1" to the end, their topic stacks should be crisscrossed, face down. When they pick them up, note '1' of the first topic is on the top, ready to be used in writing the document.

A Column of Arranged Notes



• Numbering in Columns •

- Pumice -

Thinking Skill: Analyze Particulars

- When learners logically arrange and number notes to fit their production plan, they are performing a *deduction* skill, at the beginning of Bloom's *Analysis* level of thinking. Analysis of elements is a skill of taking something apart and deducing the relationships among its varied pieces. This strategy engages learners in the process of analyzing each note to determine its order in the scheme of the emerging product.
- Grade 1 can number their notes, but might not number them in a "logical order." Also, they might not get the numbers into the bubbles on the outline. This is fine. If they get the idea of putting sequential numbers in the circles, they have reached the expectations of the step for their maturity. Remember, they are learning the psychomotor skills. Intellectual skills will be by-products until the learners are ready.
- Grade 2 operates with a bit more coordination and sureness than Grade 1, but they can explain their reasons for their chosen order of notes.
- Both grades crisscross numbered notes, faced down, and ready for writing.
- If a learner wishes to change numbers, these tips help:
 - Insert a card between two numbered cards: give one an A and the other a B. e.g.: Insert after 4A; new card is 4B.
 - Pull a card and relocate it: write the pulled number on the card that preceded it. e.g.: Pulled 6; "6" is written next to "5."

C. Plan...

Numbering notes seems like such a simple task. It involves arranging and organizing the categories. Concrete sequential learners grasp this "arranging" part quite well. Because of the psychomotor basis of the strategy in this step, all learning styles can handle this "arranging" skill. As learners grow with this **Thinking and Writing Process** through the years, so, too, do their abilities to arrange and organize.

[Teacher Behavior: Teach to the Objective- Content]

First Experience [Gr. K: 1 note; Gr. 1: 10 notes; Gr. 2: 15 notes]

[Implant information with a Video Tape - Not Researched]

- Require notes numbered from "1" to the end.
- Follow *Video Guide*. Use *Teacher's Transparencies*.
- Monitor: underlaid notes in vertical column for numbering.

[Teacher Behaviors: Monitor and Adjust- Interpret Responsive Behaviors]

Second Experience [Gr. K: 1 note; Gr. 1: 10 notes; Gr. 2: 15 notes]

[Share an Experience - Not Researched]

- Require notes numbered "1" to end and written on outline.
- Follow *Video Guide*. Use *Teacher's Transparencies*.
- Monitor: underlaid notes in vertical column for numbering.

[Teacher Behaviors: Monitor and Adjust- Interpret Responsive Behaviors]

Third Experience [Gr. 2: 15 - 25 notes] [Concrete - Researched]

- Require above + notes crisscrossed by topics, faced down.
- Use *Teacher's Transparencies*. Begin *Writer's Guide*.
- Monitor: above + apply reading to *Basic Instructions*.

[Teacher Behaviors: Monitor and Adjust- Interpret Responsive Behaviors]

Fourth Experience [Gr. 2: 15 - 25 notes] [Textbook - Not Researched]

- Require all above + sensible (logical) order of notes.
- Use *Teacher's Transparencies*. Enforce *Writer's Guide*.
- Monitor: above + use of *Basic Guide's Illustrations*.

[Teacher Behaviors: Monitor and Adjust- Interpret Responsive Behaviors]

6

1.2

6

1.2

D. Teach: Numbering Notes Sensibly...

Numbering Notes gives learners the final processing strategy before putting the parts into organized writing. This final step deals with examining notes, then arranging, numbering, and stacking them to be ready for speaking or writing. Notes in each stack are consecutively numbered, and numbered stacks are crisscrossed, faced down. Notes are ready to be used in speaking or writing. This strategy saves much energy and time.

- Pull: Step 6 from the Instructor's Transparencies, Level 1.
- Pull: the transparency from Step 5 of the Loons Outline form, Level 1.
- Use: Step 5's stacks of 5 - 10 crisscrossed note cards, Level 1.
- Return to learners: 9X6 half-envelope wallets, Synonyms and Outline forms.

- Tell what they will be doing. [Lesson Design: Anticipatory Set, Objective] [Hold up a note card and an outline. Point to the circle and the boxes.] "On your notes you have empty circles for numbers. On your outline you have empty boxes for note numbers. You will number your notes and write the numbers on the outline. [Project Step 6 from the Instructor's Transparencies, Level 1. Point to parts.] Numbers will be in these circles and these little boxes."

[Principle: Motivation- Knowledge of Results]

- Explain how this step works. [Lesson Design: Input] [Continue projecting Step 6 from the Instructor's Transparencies, Level 1. Point to parts.] "You will read TOPIC 1 notes, arrange them, and number them in the circles. [Point to the note card circles on transparency.] Then you will write the numbers here, in this box on your outline. [Point to top box.] You will turn the stack faced down, and number the other TOPIC stacks. [Simulate "crisscrossed."] Crisscross the other stacks, faced down. This will help you: you will begin with '1' only once and number to the end. With the Topics crisscrossed, faced down, you will be ready to write your document as soon as you pick up the notes, faced up, in the order that you had planned."

[Principle: Motivation- Knowledge of Results]

- Demonstrate and do this step. [Lesson Design: Modeling and Check U.] "Be ready to follow my example. Clear everything out of your way, except your notes and your outline form. You will need a pencil and an eraser. [Give them a moment to clear their spaces.] Spaces ready? [Project: the transparency from Step 5 of the Loons Outline form, Level 1.] I begin with my Topic 1 stack of notes about loons' bodies. Before I can number these notes, I must arrange them in a sensible order. The best way I've learned to do

this is by making a long column of my Topic 1 notes, spreading them down like this." [Spread the "Topic 1" notes in a top-to-bottom (vertical) column to your left (or right). Start at the top, move down the column, and place one note halfway over another to cover the "For what Reason" question. This will focus their attention on the card's note and not on other distracting thoughts.]

"Now read the notes and decide which note will be first. Write a 1 in the circle. Which note will be second and third? Write a 2 and a 3. Watch me. I read the notes; I write numbers in the circles: 4, 5, 6. [Model: number the notes in front of you.] Now I put the notes in the numbered order. [Model: stack notes by their numbers.] I write the numbers on the outline." [Model: write numbers on the Topic 1 box of the Topic Outline.]

"Everyone do that to your notes. Just spread, number, and arrange the first Topic. Then I'll help you do the second Topic." [Monitor and adjust.]

"Eyes up here and I show you the Topic 2 stack. [Model: pick up a Topic 2 stack of notes.] Again I spread the notes down a column. Again I read and number them... but this time I do not start with '1'; instead, I continue from my last note. [Model: number in circles.] 7, 8, 9, 10, now I write these numbers on the Outline in the Topic 2 box. I put the notes in order; I turn them faced down; and I crisscross them on top of the Topic 1 notes. [Model: faced down, crisscrossed, numbers in boxes on Outline.]

"You put your Topic 2 notes into a column. Read them; number them; put them in order; and write the numbers on the Outline in the little boxes." [Monitor.]

"Here are some tips: 1) You will use number '1' only once. It is your first note in TOPIC 1. This way, if necessary, you can easily put mixed up notes back into their order. 2) If you find a note that you want to put between your numbered notes, put it behind a note, give it the same number, and add 'A' and 'B.' 3) If you find a numbered note that you want to move, give the note in front of it two circled numbers so you'll remember that you pulled it."

[Principle: Motivation- Knowledge of Results]

- Initiate practices. [Lesson Design: first Guided Practice, then Independent Practice] [Independent Practice with minimal guidance is unlikely until their third or fourth document. When you determine that learners are ready for Independent Practice, give each a Writer's Guide, Level 1 to foster self-reliance in learning and to apply and strengthen their direction-reading skills.]

[Principle: Retention- Practice, Reinforcement]

E. Schedule...

First Experience [Gr. 1][Gr. 2] [Video Tape - Not Researched]
•10 min. [Gr. 1 and 2: number notes] [10][15 notes]

Second Experience [Gr. 1][Gr. 2] [Experience - Not Researched]
•10 min. [Gr. 1 and 2: number notes] [10][15-20 notes]

Third Experience [Concrete Subject - Researched]
•15 min. [Gr. 2: read and number notes] [15-25 notes]

Fourth Experience [Textbook - Not Researched]
•15 min. [Gr. 2: read and number notes] [15-25 notes]

F. Assess Skills Authentically...

Portfolio Sample Options

- Syn: Notes and outline display numbers, listing "1" only once. [2]
- Self: Envelope and forms display orderliness. [7]

Observation Record Options

- Comp: Interprets and applies *Guides' 6* instructions. [1]
- Anal: Follows strategy for arranging and numbering notes. [2]
- Self: Uses time for work; clears spaces for work; maintains forms and sources. [7]

Performance Test Options

- Syn: Forms long column of note behind note-beneath-note, then numbers them. [2]

- Rubric Scores**
- 1 = not yet: work on ____.
 - 2 = emerging: doing ____ ... work on ____.
 - 3 = developing: doing ____ ... work on ____.
 - 4 = maturing: doing ____ ... work on ____.
 - 5 = strong: continue doing ____.


6. Number the Notes Sensibly.

(a) Arrange your notes in an order that will make sense to your reader.

I read my notes and put them in order.

(b) Use #1 only once as you number in the circles.

I number notes in the circles, and I use #1 only on my first note.



(c) Print the note numbers in the boxes on your Topic Outline form.

I print the numbers in each topic box.

Specific Instructions 8

TOPIC OUTLINE

Student: W.E. Able Teacher: Miss Tee

Title: Meet Our Tree Squirrels Date: 111 Jan April 1

Subject: Tree Squirrels

TOPIC I. Body (1-5)

TOPIC II. Homes (6-10)

TOPIC III. Food (11-14)

TOPIC VI. _____

TOPIC V. _____

TOPIC IV. _____

TOPIC III. _____

TOPIC II. _____

TOPIC I. _____

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Writer's Guide, Specific Instructions, Level 1, page 8: They look at the first and last number of each topic. They write each topic's note numbers on the outline. They place the topic stacks faced down and crisscrossed. Learners have a psychomotor struggle with stacking notes by holding the first stack and manually crisscrossing stacks under it. Their dexterity simply locks on that action. Therefore, they succeed with stacks faced down and crisscrossed. When they pick them up, they are in order. At the end of the hour their crisscrossed stacks are secure in the "hamburger fold" in their half-envelope wallets.

6. Number Notes Sensibly

Specific Instructions

Writer's
Guide

Level
1.2

7. Write Your Document

Basic Instructions

7. Write Your Document.

(a) On your first page center your title; then skip a line and indent. Lay a ruler on the left edge of the paper. With the ruler draw a margin on each page. On page 1 print no page number. On the other pages, print the page number in the top right corner.

On page 1 print the title on the first line. Print it in the center of the line to make it look like a title. Skip one line space under the title.

(b) Indent, write your first sentence, and write its paragraph. Lay two fingers on the right side of the margin. Skip a line space under the title and mark your starting spot with a tiny "X" so you will remember where to begin the first letter of the first word. Set your topic I stack of notes in front of you. Read the #1 notes in your Topic I stack. Look at the parts of the note (1, 2, 3, 4). Use your own words to join all the parts. Make a sentence with them.

Use your own words to join:

- | | |
|------------|----------------|
| 1. subject | 3. reason, and |
| 2. note | 4. like/unlike |

Indent, print a capital letter, and write a sentence for your first note. End it with a period.

Level 1

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Basic Instructions 9

<p>berries, nuts, corn, and seeds. They also eat mushrooms and fruits.</p> <p>Busy Tree Squirrels</p> <p>Tree squirrels are rodents like a gophers. They are red, gray, and black. Their bellies are white. They have long bushy tails for balance when they jump. Their front teeth always grow because they chew so much. Tree squirrels have long fingers. They have sharp nails.</p> <p>Tree squirrels have nests in hollow trees to store nuts. Some squirrels have strong nests in branches. They have weak nests for summer to keep cool.</p> <p>Tree squirrels chew a lot. Squirrels eat</p>	2
---	---

Read and write the first note into a sentence. Spread out the notes for Topic I on the table. Write each note into a sentence. Combine some notes if you think they go together. Plan your sentences, and remember the parts of your notes which need to be included or explained: subject, reason, and difference, and action/synonyms.

Indent one note for each Topic I note each new Topic sentence new paragraph. Write the notes into sentences in the same way that you have written them on Topic I and Topic II.

(c) Start the next sentence after the period. Put your finger after the period at the end of the sentence. Start the next sentence next to your finger. You will run out of space on the line. Print the first letter of the next line snuggled next to the margin. Only the first note of each topic is indented two fingers from the margin. This shows new topics when you write sentences from the topic notes.

(d) Write your Topic II notes in the next paragraph. After writing all notes for Topic I, start a new line, indent, and print the sentences for Topic II. Write the sentences in the order of your numbers in the circles.

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Writer's
Guide

Level
1.2

Writer's Guide, Basic Instructions, Level 1, page 9: Learners draw a ruler's edge margin on the left. They center their titles on the top line and skip a line. Grade 1 will learn to indent next year; they will skip a line between paragraphs. To help Grade 2 indent on the second line, learners mark a tiny "X" a finger's width to the right of the margin. They read their "1" note, compose a sentence of parts 1, 2, (3 and 4). They indent at the mark and write their sentence. They write sentences, using their reasons, likes/unlikes, and synonyms.

A. Account for Learned Skills...

Skills of Intellectual Arts

•1 - Knowledge Skill Level

•Knows methods and procedures. [1] [2]

•2 - Comprehension Skill Level

•Interprets facts, principles, and directions from visual sources. [1]

•Interprets facts, principles, and directions from verbal sources. [1]

•3 - Application Skill Level

•Applies correct usage of a method or procedure. [3]

•4 - Analysis Skill Level

•Analyzes the organizational structure of a production. [4]

•5 - Synthesis Skill Level

•Produces a planned written or spoken document. [2] [5] [6]

Skills of Relational Arts

•Intrapersonal - Performs for self. [7]

•Manages time and order of spaces and materials.

•Exercises self-reliance and value to workmanship.

•Interprets uncertainties, errors, and failings as part of learning.

•Interpersonal - Performs with others. [7]

Skills of Communication Arts

Language Arts

•Learning the Process and Its Strategies [1]

•Know: Knows strategies for producing a document.

•Comp: Interprets and applies video instructions.

•Comp: Interprets and applies written instructions.

•Performing the Process and Its Strategies [2]

•Syn: Produces a written/spoken document from an outline.*

•Syn: Produces a document/speech in a form to match audience and purpose.

•Applying the Process and Its Strategies [3]

•App: Applies strategies for producing a document.*

•Transferring the Process and Its Strategies

to Written and Spoken Text [4]

•Anal: Breaks down text, then examines its organizational structure.*

*Written document displays structure planned from an outline.

Technical Arts Skills

•Computer •Syn: Produces a document on a word processor. [5]

•Video •Syn: Produces a script for a video documentary. [6]

•Syn: Produces a video documentary in a form to match audience and purpose. [6]

B. Understand...

Writing the document simply evolves from all the "thinking" throughout information processing and production planning. "Thinking" now reaches new dimensions as learners refocus on how they will convey their intended message (purpose)... to identified audiences... through a chosen form of writing or speaking. "Writing" or "speaking" each calls for applications of its own delivery skills for conveying messages.

Considerations for Conveying a Message

<u>Audiences</u>	<u>Purposes</u>	<u>Forms</u>
informed uninformed opinionated lighthearted	to inform to entertain to persuade	expository narrative persuasive descriptive

• Production Plans •

- Pumice -

Thinking Skill: Synthesize Meanings

- When learners plan and produce communications for their intended purpose, audience, and form, they are performing a *production* skill, near the beginning of Bloom's *Synthesis* level of thinking. Synthesis is a thinking skill of using varied components to produce a "new whole." Toward that "new whole," this strategy causes learners to produce a composition around a "purpose" to a specific "audience" in a chosen "form." Usually, learners begin by writing simply to inform an uninformed audience in an expository form.
- Grade 1 emphasis is on [1] centered title and a blank line beneath it; [2] penciled margin with letters "cuddled" next to it; [3] left-to-right writing, even with new sentences in the middle of a line; [4] new paragraph begins after a skipped line (not indented paragraph).
- Grade 2 emphasis is the same as above in Grade 1. If a learner is new to this process, expect Grade 1 performances until the third experience. However, Grade 2 can handle the indented margins. When they indent, they should not skip a line between paragraphs. Writers should only tell readers once that, "This is a new paragraph."

C. Plan...

Throughout their Level 1 experiences with this process learners should be assigned formal writings with "informative" **purpose**, in "third person" "expository style" to an "uninformed audience." [Levels 2 and 3 move into the other styles of writing with the same notes.] Apply these skills with assigned readings. Learners can search and analyze to find all the strategies they have learned from written and spoken text. In addition, have students recall, process, and write knowledge from curricular units, past and present. Teach across the curriculum by applying the skills of thinking and writing to the knowledge curricula. [Principle: Transfer- Applied Thinking]

[Teacher Behavior: Teach to the Principle: Transfer- Built into Instruction]

First Experience [Gr. K: 1 note; Gr. 1: 10 notes; Gr. 2: 15 notes]

[Implant information with a Video Tape - Not Researched]

- Require title, left margin, paragraph by block or indent.
- Follow *Video Guide*. Use *Teacher's Transparencies*.
- Monitor: topic sentences are included in each paragraph

[Teacher Behaviors: Monitor and Adjust- Interpret Responsive Behaviors]

Second Experience [Gr. K: 1 note; Gr. 1: 10 notes; Gr. 2: 15 notes]

[Share an Experience - Not Researched]

- Require title, left margin, paragraph by block or indent.
- Follow *Video Guide*. Use *Teacher's Transparencies*.
- Monitor: above + Steps 3a-c included in the writing.

[Teacher Behaviors: Monitor and Adjust- Interpret Responsive Behaviors]

Third Experience [Gr. 2: 15 - 25 notes] [Concrete - Researched]

- Require all (both) parts of sentences; paragraph (not list) form.
- Use *Teacher's Transparencies*. Begin *Writer's Guide*.
- Monitor: above + apply reading to *Basic Instructions*.

[Teacher Behaviors: Monitor and Adjust- Interpret Responsive Behaviors]

Fourth Experience [Gr. 2: 15 - 25 notes] [Textbook - Not Researched]

- Require all (both) parts of sentences; paragraph (not list) form.
- Use *Teacher's Transparencies*. Enforce *Writer's Guide*.
- Monitor: above + use of *Basic* and *Illustrated Guides*.

[Teacher Behaviors: Monitor and Adjust- Interpret Responsive Behaviors]

7

1.2

D. Teach: Writing the Document...

Writing a document involves skills which grow and multiply with much practice. The basic skills, though, enable learners to make a title page, an outline, a first page with a title, indented paragraphs with margins, logically arranged information, topic sentences, explanations by using several devices, and an optional bibliography.

NOTE: This script guides learners through basic "informative", "expository" writing (topic sentences supported by details) to a "friend" audience in "third person." Some Level 1 learners might be ready to learn how to change their documents from third person (he, she, it, they) to second (you), to first person (I, we). They might also write in the nonfiction narrative style. They should then be steered toward recognizing the writing styles in readings.

- Pull: Writer's Guide, Level 1, Specific Instructions for Step 7.
- Pull: Steps 1 and 8 from the Instructor's Transparencies, Level 1.
- Pull: the transparency from Step 7 of the Loon Outline form, Level 1; add "Loons of Today" for a title.
- Prepare: a transparency of composition paper, Level 1.
- Prepare: a transparency of a note card with 1. loons 2. three feet long.
- Prepare: a transparency of a note card with 1. loons 2. swim under water 3. to catch fish.
- Prepare: a transparency of a note card with 1. loons 2. black and white.
- Use: Step 6's stack of note cards, crisscrossed, Level 1.
- Return to learners: 9X6 half-envelope wallets, Synonyms and Outline forms.

•**Tell what they will be doing.** [Lesson Design: Anticipatory Set, Objective]
 "You have done some wonderful thinking about your notes. You organized them for your document. Today is the big day. You are writing your document." [Principle: Motivation- Knowledge of Results]

•**Explain how this step works.** [Lesson Design: Input]
 "You'll begin by alphabetizing and renumbering the Bibliography Information forms for a bibliography and footnotes. [Project: Step 8 form the Instructor's Transparencies, Level 1. Point to the parts as you say them.] Then you'll write your document with a title, topic sentences, and numbered notes. With one stack of notes at a time, you will write paragraphs and explain notes by using your reasons, likenesses/unlikenesses, and subject synonyms." [Principle: Motivation- Knowledge of Results]

•**Demonstrate how this step works.** [Lesson Design: Modeling]
 [Project: transparency composition paper; write as you speak.]
 "In the center of the top line I write my loon title, 'Loons of Today.' Then I skip a line to show that this is my title." [Project: Step 6's transparency of Topic Outline form, Level 1.] [Point out the title.] [Project: transparency of composition paper.] "Next, after skipping a line, I indent two finger spaces, and I mark a tiny 'x' very lightly on the line. Now I will know where to begin this

first paragraph. I take my TOPIC I stack of notes, and I read the first note. I must include the reasons and likenesses. On each card I see the word 'SUBJECT.' It reminds me to use some word that hints at my subject, the loons. I have my Subject Synonyms form out so I can use it when I need another word for 'loons.' I will make a check mark in front of each synonym when I use it."

"My first note says, 'three feet long.' I need a 1 and a 2 in this sentence. 1. 'loons' 2. 'are three feet long.' 'Loons are three feet long.' That's my sentence. [Write the sentence into the paragraph on the transparency as you say the words.] I start at the indented 'x.' I capitalize the first word... Loons... are... three... feet... long. And I put an end mark after it. There's my first sentence."

"Let's try my second sentence. 1. 'Loons' 2. 'swim under water 3. 'to catch fish.' I need help this time. Help me put all three of these two parts together into a sentence. [Call on a volunteer.] I need something to connect 'loons' to 'swim under water' to 'to catch fish.' Help me. How will my new sentence sound? [As volunteer gives sentence, tap the words on the note card... but gesture with a hand twirl or loop when you need connecting words.] I only have room for 'Loons' on the line. On the next line I snuggle the 's' letter up to the margin. 'Loons... swim under water... to catch fish.' Wonderful! You learners are so smart! Always snuggle the letters next to them margin, unless you start a new paragraph." [Write the sentence into the paragraph on the transparency.]

•**Shift to learners' documents.** [Lesson Design: Check for U., Guided Practice]
 [This script leads learners through handwritten documents. For help with handwritten documents, see Specific Instructions in Writers' Guide, Level 1.] "It's your turn. First clear your spaces. You'll need your notes, outline, subject form, some writing paper, and a pencil. [Give them a moment to clear their work areas.] Ready? Set your crisscrossed stacks where you won't bump them. On your first line, center your title; skip a line; indent and mark a tiny 'x' lightly." [Project your composition model; cover all but the title and the first line of writing. Model and monitor.] [T. Behavior: Monitor and Adjust- Interpret Responsive Behaviors]

"Read your first note; also read your reason and likeness. Think of a sentence. Begin each line snuggled next to the margin until you indent to tell readers you have a new topic and paragraph. Write sentences from all the notes in that stack. When you use your subject synonyms instead of your subject, make a check on the Synonyms form. [Monitor.] [Demonstrate page numbers in upper right, and with no title, on pages 2+. Title and no page number on page 1.]

E. Schedule...

First Experience [Gr. 1][Gr. 2] [Video Tape - Not Researched]

• 15 min. [Gr. 1 and 2: print document] [10][15 notes]

Second Experience [Gr. 1][Gr. 2] [Experience - Not Researched]

• 15 min. [Gr. 1 and 2: print document] [10][15-20 notes]

Third Experience [Concrete Subject - Researched]

• 10 min. [Gr. 2: print document] [15-25 notes]

Fourth Experience [Textbook - Not Researched]

• 10 min. [Gr. 2: print document] [15-25 notes]

F. Assess Skills Authentically...

Portfolio Sample Options

- Syn: Document displays introductory and concluding paragraphs; other paragraphs display transitions and topic sentences.
- Self: Envelope and forms display orderliness. [7]

Observation Record Options

- Comp: Interprets and applies *Guides'* 7 instructions. [1]
- Syn: Follows strategy for writing a document from a planned outline and notes. [2]
- Self: Uses time for work; clears spaces for work; maintains forms and sources. [7]

Performance Test Options

- Syn: Writes a document with in paragraphs. [2]

Rubric Scores

- 1 = not yet: work on ____.
- 2 = emerging: doing ____ ... work on ____.
- 3 = developing: doing ____ ... work on ____.
- 4 = maturing: doing ____ ... work on ____.
- 5 = strong: continue doing ____.

Specific Instructions 9

7. Write Your Document.

(a) On your first page center your title; then skip a line and indent.
I write my title in the middle of the first line. Then I skip a line.

(b) Indent, write your first sentence, and write its paragraph.
*I take my first stack of notes. I indent.
 I write the first paragraph with my notes.
 I turn my notes into sentences.*

(c) Start the next sentence after the period.
*I put my finger after the period
 I start a sentence next to my finger.
 It is on the same line with the period.*

(d) Write your Topic II notes in the next paragraph.
I indent and write my next Topic in a new paragraph.

Busy Tree Squirrels

Tree squirrels are rodents like gophers. They are red, grey, and black. Their bellies are white. They have long bushy tails for balance when they jump. Their front teeth always grow because they chew so much. Tree squirrels have long fingers. They have sharp nails.

Tree squirrels have nests in hollow trees to store nuts. Some squirrels have strong nests in branches. They have weak nests for summer to keep cool.

Tree squirrels chew a lot. Squirrels eat berries, nuts, corn, and seeds. They also eat mushrooms and fruits.

Level 1

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Writer's
Guide

Level
1.2

7. Write Your Document

Specific Instructions

Writer's Guide, Specific Instructions, Level 1, page 9: At first learners write all their sentences with the same pattern. [e.g.: Pumice is a rock. Pumice is light. Pumice has tiny holes.] The focus, at first, is on their physical coordination, so accept this. As they mature with the process, help them to vary. [e.g.: One rock is pumice. It does not weigh very much. Pumice is made with many tiny holes.]

8. Put the Parts Together *Basic Instructions*

8. Put the Parts of Your Document Together.

Basic Instructions 10

(a) Get ready to prepare all the parts of your document. Put your parts together in this order:

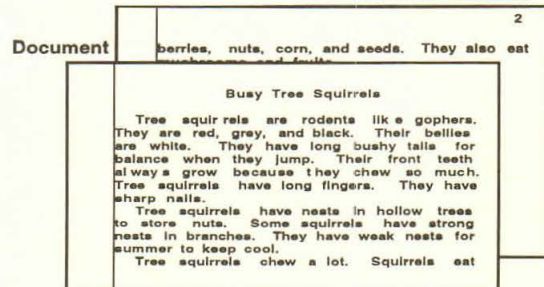
- title page and
- written or word-processed document

(b) Make a title page. If you are printing your title page, get a Title Page Tracing Template. (Templates come with this process.) Slide it under your paper and write your title page information over the places that show through from the template.

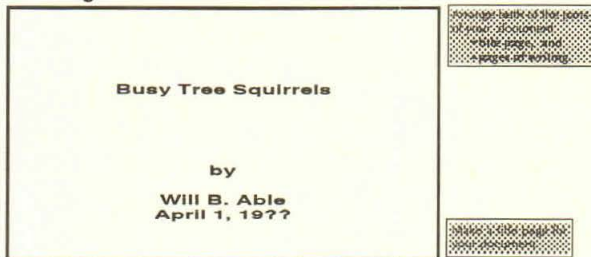
(c) Put the two parts together. Arrange the four parts in this order:

- title page (on top) and
- document (under the title page).

Stack the papers so the edges are even. Staple them together in the top-left corner. Your writing is ready for revising, editing, and publishing (Step 9).



Title Page



Level 1

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eth

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Writer's
Guide

Level
1.2

Writer's Guide, Basic Instructions, Level 1, page 10: Now learners assemble the parts in a specific order: title page and document. They (or you) staple the document in the upper-left corner. Once assembled, the first draft is ready for revising, editing, and publishing.

A. Account for Learned Skills...

Skills of Intellectual Arts

• 1 - Knowledge Skill Level

• Knows methods and procedures. [1] [2]

• 2 - Comprehension Skill Level

• Interprets facts, principles, and directions from visual sources. [1]
• Interprets facts, principles, and directions from verbal sources. [1]

• 3 - Application Skill Level

• Applies correct usage of a method or procedure. [3]

• 4 - Analysis Skill Level

• Analyzes the organizational structure of a production. [4]

• 5 - Synthesis Skill Level

• Produces a planned written or spoken document. [2] [5] [6]

Skills of Relational Arts

• Intrapersonal - Performs for self. [7]

• Manages time and order of spaces and materials.
• Exercises self-reliance and value to workmanship.
• Interprets uncertainties, errors, and failings as part of learning.

• Interpersonal - Performs with others. [7]

Skills of Communication Arts

Language Arts

• Learning the Process and Its Strategies [1]

• Know: Knows strategies for producing a document.
• Comp: Interprets and applies video instructions.
• Comp: Interprets and applies written instructions.

• Performing the Process and Its Strategies [2]

• Syn: Produces a written/spoken document from an outline.*
• Syn: Produces a document/speech in a form to match audience and purpose.

• Applying the Process and Its Strategies [3]

• App: Applies strategies for producing a document.

• Transferring the Process and Its Strategies to Written and Spoken Text [4]

• Anal: Breaks down text, then examines its organizational structure.*

*Document's parts present its organizational structure.

Technical Arts Skills

• Computer .Syn: Produces a document on a word processor. [5]

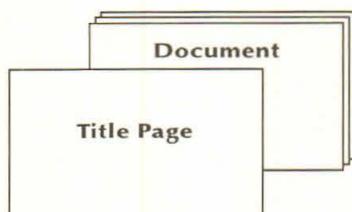
• Video .Syn: Produces a script for a video documentary. [6]

.Syn: Produces a video documentary in a form to match audience and purpose. [6]

B. Understand...

Putting a document's parts together requires the skills of following the pattern of a form and putting parts in a standard arrangement: title page, outline, document (with or without footnotes), and bibliography (with alphabetized sources).

Placement of Parts in a Document



• Production Assemblage • - Pumice -

Thinking Skill: Synthesize Meanings

- When learners produce and assemble their own communication products, they are performing a *production* skill, near the beginning of Bloom's *Synthesis* level of thinking. Synthesis is a thinking skill of using varied components to produce a "new whole." This strategy toward that "new whole" causes learners to assemble the parts of their own productions.
- Grades 1 and 2 should:
 - write on only one side of the paper,
 - write with a penciled margin,
 - number pages in the upper-right corner,
 - make a title page by placing paper over the title page template 1.1 or title page template 1.2,
 - align the pages,
 - staple them in the upper-left corner (with adult help).

C. Plan...

Putting a document together, though not difficult, must be done in appropriate form. Hold firm standards, settling for no less than minimal expectations of parts and their form. The title page can be produced with the template as a tracing form. With young learners' undeveloped spatial perspectives, this helps them to center the parts of their title pages. (See *Index: Template*) Also, writing must be done only on one side of paper (to allow for thin paper and for flipping pages at the stapled corner). Letters must begin right next to the drawn margin. Sentences must extend to the right side of the page and continue on the next line, again next to the margin. Finally, nearly "all" learners are able to begin with a capital letter and end with an end mark. Hold "firm" standards, but not in an unreasonable way. For example, when young writers "forget" their margin until they are half way down a page, simply draw a margin with a ruler, and have them continue.

[Principle: Transfer- Built into Instruction]

[Teacher Behavior: Teach to the Objective- Content, Focus on the skill]

First Experience [Gr. K: 1 note; Gr. 1: 10 notes; Gr. 2: 15 notes]

[Implant information with a Video Tape - Not Researched]

- Require title page.
 - Follow *Video Guide*. Use *Teacher's Transparencies*.
 - Monitor: capitalization, punctuation, margins, centering.
- [Teacher Behaviors: Monitor and Adjust- Interpret Responsive Behaviors]

Second Experience [Gr. K: 1 note; Gr. 1: 10 notes; Gr. 2: 15 notes]

[Share an Experience - Not Researched]

- Require title page.
 - Follow *Video Guide*. Use *Teacher's Transparencies*.
 - Monitor: capitalization, punctuation, margins, centering.
- [Teacher Behaviors: Monitor and Adjust- Interpret Responsive Behaviors]

Third Experience [Gr. 2: 15 - 25 notes] [Concrete - Researched]

- Require title page.
 - Use *Teacher's Transparencies*. Begin *Writer's Guide*.
 - Monitor: above + use of *Basic* and *Illustrated Guides*.
- [Teacher Behaviors: Monitor and Adjust- Interpret Responsive Behaviors]

Fourth Experience [Gr. 2: 15 - 25 notes] [Textbook - Not Researched]

- Require title page.
 - Use *Teacher's Transparencies*. Enforce *Writer's Guide*.
 - Monitor: above + use of *Basic* and *Illustrated Guides*.
- [Teacher Behaviors: Monitor and Adjust- Interpret Responsive Behaviors]

8

1.2

8

1.2

D. Teach: Putting Parts Together...

Putting together a document's parts requires skills in following precise patterns, applying neatness, and organizing parts. First, the title page identifies the document; then, the outline highlights its topical contents. The document shows format of margins and indented paragraphs. At the end, a bibliography (optional) lists the sources from which researched information has come.

- Pull: Writer's Guide, Level 1, Specific Instructions for Step 8.
- Pull: Step 8 from the Instructor's Transparencies, Level 1.
- Prepare: 2 transparencies of manuscript paper.
- Find: 1 blank transparency.
- Pull: Template 1.2, Form 20, of a title page with pencil.
- Prepare: 35 copies and a transparency of Form 20 for a title page.
- Return to learners: 9X6 half-envelope wallets, forms, and document.

- Tell what they will be doing. [Lesson Design: Anticipatory Set, Objective]
"You have written some fabulous documents! You now must put it together so it looks just like the high school learners write them." [Principle: Motivation- Knowledge of Results]

- Explain how this step works. [Lesson Design: Input]
[Project: Step 8 of the Instructor's Transparencies, Level 1.]
"These are the two parts that you need for formal documents. Documents are always covered by a title page. Today you will make the title page and put it on your document." [Principle: Motivation- Knowledge of Results]

- Demonstrate and do a title page. [Lesson Design: Model, CU, & GP]
[Project transparency and distribute copies: Template 1.2 for a title page with pencil. Place a blank transparency on top of it. Write as you speak.] "My loon title is 'Loons of Today.' I put my paper on top of the template. I write my title over the word, 'Title,' without quote marks and without underlining. I write 'by' in lower case letters. I skip two lines, and I write my name and the date. [Hold up a paper template.] Use this template; slip it under your paper. [Model] Read the parts, and write your information on the clean paper, like this. [Model.] Make your title pages." [Monitor.]

[Teacher Behaviors: Monitor and Adjust- Teaching of Skill]

- Demonstrate and do pages in order and stapled.
[Borrow a learner's document and title page. Model as you speak.] "You are ready to put your document in order and get it stapled. Your first page has no page number on it because it is the title page. All you see on the top is the title. Put it faced down on your work area. Your second and third pages have a '2' and '3' in the upper-right corner. Put '2' faced down; now put '3' faced down. Now turn the pages faced up. Place your new title page on top of them."

"Align them by tapping them on the table top. Make the edges even and neat. Take them to someone with a stapler. Ask that person to staple the pages in the upper-left corner."

"You now have a document! Congratulations!"

- Initiate practices.
[Lesson Design: first Guided Practice, then Independent Practice]
[Guided Practice is appropriate during this document. Independent Practice with minimal guidance is possible during their third or fourth document. When you determine that learners are ready for Independent Practice, give them each a Writer's Guide, Level 1. This guide fosters self-reliance in learning. It also gives them opportunities to apply and strengthen their direction-reading skills.]

[Principle: Retention- Practice, Reinforcement]

E. Schedule...

First Experience [Gr. 1][Gr. 2] [Video Tape - Not Researched]

•15 min. [Gr. 1 and 2: print document] [title page]

Second Experience [Gr. 1][Gr. 2] [Experience - Not Researched]

•15 min. [Gr. 1 and 2: print document] [title page]

Third Experience [Concrete Subject - Researched]

•10 min. [Gr. 2: print document] [title page]

Fourth Experience [Textbook - Not Researched]

•10 min. [Gr. 2: print document] [title page]

F. Assess Skills Authentically...

Portfolio Sample Options

- Syn: Title page, outline, document, and bibliography are in order. [2]
- Self: Envelope and forms display orderliness. [7]

Observation Record Options

- Comp: Interprets and applies *Guides' 8* instructions. [1]
- Syn: Follows strategy for preparing and arranging pages. [2]
- Self: Uses time for work; clears spaces for work; maintains forms and sources. [7]

Performance Test Options

- Syn: Prepares and arranges pages in a document. [2]

- Rubric**
- 1 = not yet: work on ____.
 - 2 = emerging: doing ____ ... work on ____.
 - 3 = developing: doing ____ ... work on ____.
 - 4 = maturing: doing ____ ... work on ____.
 - 5 = strong: continue doing ____.

Specific Instructions 10

8. Put the Parts of Your Document Together.

(a) Get ready to prepare all the parts of your document.
I have a pencil. I have a clean paper for a title page.

(b) Make a title page.
I make a title page with the title in the middle. I write information at the bottom.

Busy Tree Squirrels

by

Will B. Able
April 1, 19??

Busy Tree Squirrels

Tree squirrels are rodents like gophers. They are red, gray, and black. Their bellies are white. They have long bushy tails for balance when they jump. Their front teeth always grow because they chew so much. Tree squirrels have long fingers. They have sharp nails.

Tree squirrels have nests in hollow trees to store nuts. Some squirrels have strong nests in branches. They have weak nests for summer to keep cool.

Tree squirrels chew a lot. Squirrels eat

(c) Put the two parts together.
I put my title page on top. I put my paper under my title page.

Level 1

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Writer's Guide, Specific Instructions, Level 1, page 10: Form is extremely important in formal documents. Title pages, margins, capital letters, punctuation, and spacings must be consistent. Help learners with the spatial placements on a title page. Provide a stack of templates for them to insert beneath their title page paper. Hold Grade 2 accountable for these minimal standards in their documents.

8. Put the Parts Together

Specific Instructions

Writer's
Guide

Level
1.2

9. Finalize Your Document *Basic Instructions*

9. Finalize Your Document.

(a) Try to find your own mistakes. You will read aloud and find your mistakes. Put a clean sheet of paper over the first page of your document. Cover all but the first sentence. Read this first sentence slowly. Point to each word with the eraser end of a pencil. Whisper the words with your lips.

Use a light pencil so you can erase your marks. Lightly circle words that make you feel unsure about your spellings. Read, stop, and ask these questions about each sentence.

Read one sentence at a time and ask:

1. What does my sentence mean?
2. Where should I put commas so readers will pause?
3. Have I started this sentence with a capital letter?
4. Which end mark have I used?
5. Which spellings make me feel uneasy?
6. Which capital letters make me feel uneasy?

Slide the clean paper down to show the next sentence. Slowly read and think about each word and each answer. Lightly mark the places to fix.

Now find your light pencil marks and make changes. Find the marks. Make all the changes you can make. Use a dictionary for your "unsure" spellings.

Ask a careful reader to read your document. Ask the reader to make light pencil marks in your margin. Later ask the reader to explain each mark.

Basic Instructions 11

Busy Tree Squirrels

Tree squirrels are rodents like gophers. They are red, grey, and black. Their bellies are white. They have long bushy tails for balance when they jump. Their front teeth always grow because they chew so much. Tree squirrels have long fingers. They have sharp nails.

Tree squirrels have nests in hollow trees to store nuts. Some squirrels have strong nests in branches. They have weak nests for

Only let one whole sentence show at a time. Whisper each word slowly with your lips. Stop after each sentence and ask yourself the six questions. Lightly mark problems. Lightly write "P" in the margin if you feel confused. Circle spelling words that make you feel unsure.

Check your document with the final self-correcting list. It will help you to fix even more of your own mistakes.

(b) Fix spelling problems so you will remember how to spell them. Find two common spelling words. Think of a "rule" to help you remember how to spell them. Write it on the self-correcting list.

(c) Stack your final document. Stack your whole document with your title page on the top. Neatly stack the pages and staple them in the top-left corner.

Congratulations! You have published your document!

Level 1

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Writer's Guide, Basic Instructions, Level 1, page 11: Grade 2 learners look for their own errors and changes. First they use the two-sided "self-questioning" form for asking themselves questions; their questions strategically surface problems which they can find and change. While in this mode, learners mark needed change areas with circles and question marks; they wait until after the self-questioning process to make most changes.

A. Account for Learned Skills...

Skills of Intellectual Arts

•1 - Knowledge Skill Level

- Knows methods and procedures. [1] [2]

•2 - Comprehension Skill Level

- Interprets facts, principles, and directions from visual sources. [1]
- Interprets facts, principles, and directions from verbal sources. [1]

•3 - Application Skill Level

- Applies correct usage of a method or procedure. [3]

•6 - Evaluation Skill Level

- Judges the value of a work with internal criteria. [2] [4] [5]
- Judges the value of a work with external standards of excellence. [4]

Skills of Relational Arts

•Intrapersonal - Performs for self. [7]

- Manages time and order of spaces and materials.
- Exercises self-reliance and value to workmanship.
- Interprets uncertainties, errors, and failings as part of learning.

•Interpersonal - Performs with others. [7]

- Applies skills of relating to people.
- Applies skills of working with others.

Skills of Communication Arts Language Arts

•Learning the Process and Its Strategies [1]

- Know: Knows strategies for producing a document.

•Comp: Interprets and applies video instructions.

•Comp: Interprets and applies written instructions.

•Performing the Process and Its Strategies [2]

- Eval: Judges a production with listed criteria.

- Eval: Judges a production for its form, audience, and purpose.

•Applying the Process and Its Strategies [3]

- App: Applies strategies for producing a document.

•Transferring the Process and Its Strategies to Written and Spoken Text [4]

- Eval: Judges others' productions with listed criteria.

- Eval: Judges others' productions for form, audience, and purpose.

Technical Arts Skills

•Computer -Eval: Judges a production for an internet audience. [5]

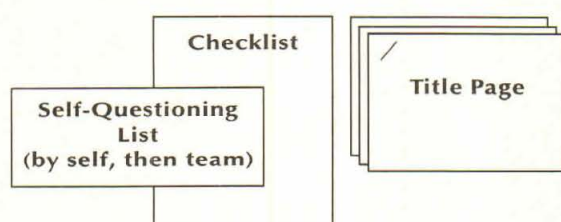
•Video -Eval: Judges a production with listed criteria. [6]

- Eval: Judges a production for form, audience, and purpose. [6]

B. Understand...

Finalizing a document, a process in itself, leads learners through final production strategies. The product becomes proof of the process. These strategies are perhaps the most important of all, for they validate the learner's work, crowning it with the highest form of thinking: Evaluation.

Judging with Criteria, Repairing, and Aligning



• Evaluation and Assemblage • - Pumice -

Thinking Skill: Evaluate Productions

- When learners appraise communication products, they are performing a *judgment* skill at Bloom's *Evaluation* level of thinking. Evaluation, the highest level, is a thinking skill of using criteria to measure internal features and/or using standards of excellence to measure external effectiveness. This strategy causes learners to appraise their own productions and the productions of others with criteria and/or standards.
- The high point of any complete process rests in evaluation. Learners need strategies and successes with this; teachers should guide and coach, rather than correct and repair. Rather than "correcting" all their work, pick two or three learnable suggestions, and help them to repair them from within. Tell families, "I find what we will fix, part by part."
- Grade 1: title page, title, margins, left-to-right printing, sentences' capitalized first words and end marks.
- Grade 2: Grade 1 expectations and indented paragraphs, finger's space between words, and two fingers' space between sentences.

C. Plan...

Learners should know strategies, criteria, and standards with which to appraise their own work. They are often deprived of being taught "how" to evaluate their own work. For decades, old "modeling" has led teachers to assume that they are expected to "find and correct" all learners' mistakes. For decades, teachers have feared sending home papers without having found all the errors. For decades, teachers have been assumed to "know everything" because they're teachers. Today we should explain to families that we are helping learners to evaluate and grow; that we are finding, not all their mistakes, but the mistakes that will be stepping stones for their learning. [Teacher Behavior: Teach to the Objective- Relevant Teacher Actions]

First Experience [Gr. K: 1 note; Gr. 1: 10 notes; Gr. 2: 15 notes]

[Implant information with a Video Tape - Not Researched]

- Require self-check for title, margin, and title page.
- Gr. 2: Also require sentences left-to-right (not in a list).
- Follow *Video Guide*. Use *Teacher's Transparencies*.
- Monitor: Examines document for requirements.

[Teacher Behaviors: Monitor and Adjust- Interpret Responsive Behaviors]

Second Experience [Gr. K: 1 note; Gr. 1: 10 notes; Gr. 2: 15 notes]

[Share an Experience - Not Researched]

- Require self-check for title, margin, and title page.
- Gr. 2: Also require sentences left-to-right (not in a list).
- Follow *Video Guide*. Use *Teacher's Transparencies*.
- Monitor: Examines document for requirements.

[Teacher Behaviors: Monitor and Adjust- Interpret Responsive Behaviors]

Third Experience [Gr. 2: 15 - 25 notes] [Concrete - Researched]

- Gr. 2: Require self-questioning on basic and checklist forms.
- Use *Teacher's Transparencies*. Begin *Writer's Guide*.
- Monitor: "mouths" questions; nods, points, and marks.

[Teacher Behaviors: Monitor and Adjust- Interpret Responsive Behaviors]

Fourth Experience [Gr. 2: 15 - 25 notes] [Textbook - Not Researched]

- Gr. 2: Require self-questioning on basic and checklist forms.
- Use *Teacher's Transparencies*. Enforce *Writer's Guide*.
- Monitor: "mouths" questions; nods, points, and marks.

[Teacher Behaviors: Monitor and Adjust- Interpret Responsive Behaviors]

9

1.2

D. Teach: Finalizing the Document...

Finalizing a document requires skills in looking for errors and determining necessary changes. This, too, is a learning process by which writers can improve their writing. Learners must develop comfort in using their own uncertainties, errors, and failings for quality learning. They can begin by acquiring strategies for self-assessments. These strategies must have built-in successes and internal rewards.

Wait with this step until their second experience. Then introduce the Self-Questioning Strategy, Form 14. On the third or fourth experience introduce the Checklist 1-2, Form 15.

- Pull: Step 9 from the Instructor's Transparencies, Level 1.
- Prepare: a transparency of the first page of a document.
- Prepare: a transparency of the Self-Questioning Strategy, Form 14.
- Prepare: 35 of the 2-sided Self-Questioning Strategy, Form 14. (Laminate, cut in half, and keep for other documents.)
- Prepare: a transparency of Checklist 1-2, Form 15.
- Prepare: 35 copies of Checklist 1-2, Form 15.
- Find: a clean sheet of paper.
- Return to learners: 9X6 half-envelope wallets, forms, and document.

•**Tell what they will be doing.** [Lesson Design: Anticipatory Set, Objective] [Distribute: Self-Questioning Strategy and Checklist 1-2.] [Project: Step 9 from the Instructor's Transparencies, Level 1.] "You have documents that are ready for you to find mistakes. This is a pretty exciting time because you will learn how to find mistakes all by yourself. When you do, you should pat yourself on your back like this. [Reach your arm over the other shoulder and pat two or three times.]

[Principle: Motivation- Reward, Intrinsic]

•**Demo and do Self-Questioning Strategy.** [Lesson Design: Model, CU, GP] [Have a Self-Questioning Strategy ready.] "These are the questions that you will use today. [Hold up the Self-Questioning Strategy, side 1.] Begin on side 1 and ask each question about your whole document. Make changes to fix any mistakes that you find." [Ask the side 1 questions about the document, and model how to make a change.]

[Project: a transparency of the first page of a document. Have a clean sheet of paper ready to ask side 2 questions.] "Now take a clean sheet of paper, and lay it on your document, covering everything but the first sentence, like this. [Reveal the first sentence with a covering sheet of paper.] Read this sentence; move your lips and touch each word with my pencil eraser. [Read the sentence.] Ask all side 2 questions about this sentence. When you find a mistake, change it if it's simple; otherwise lightly circle it and come back to it later. [Ask questions aloud. Circle an "uneasy" spelling.] Lightly circle spellings that make you feel 'uneasy.' Later you can look them up. [Project: Step 9 from the Instructor's Transparencies, Level 1.] This is how your papers will look." [Now have students ask side 1 first, then side 2.]

[For their second documents, show them how to exchange papers in partnerships or teams.] "Now you can help each other to do better. You'll cover pages and ask questions to find possible changes and mistakes. Be careful, though. You must not make dark marks on someone else's paper. In the margin, on the line of the possible problem, print your first initial lightly, so it can be erased. Read the whole document; when you see a mistake, mark only your initial in the margin. Then take turns telling each other good points and helpful suggestions."

[Handwritten documents should have marks and changes on them, made by the writer. Second drafts for these youngsters can be very stressful. Too much emphasis on "product" rather than on "process" can stifle enthusiasms when they are heavily learning at the "physical coordination" level.]

•**Demo and do Checklist questions.** [Lesson Design: Model, CU, GP]

[For their third document, project a transparency of Checklist 1-2.] "This checklist shows you all the things to look for in your document. You'll use only three marks on these short lines: a dot for all the things that you did do, a half of an 'X' for the things that you partly did, and a whole 'X' for the things that you didn't do. When you finish, fix what you found to be wrong. Then count the mistakes that you found by yourself; count the half and the whole 'X' marks. Write the total in this box at the top. When I give scores, your 'X' marks will show me that you found and fixed your own mistakes, so you made them right. I give full points on them." [Model for them; read the questions; on the short lines mark dots, half "X," and whole "X" marks.] [Help them orally practice reading the words on the form to help them understand them.]

[Speak to those who are ready for this.] "Most of us have problem words in our own spelling banks. Each time you write a document, you should repair at least one spelling problem and no more than two. Together we'll look at the words that you circled. I'll help you think of a connection to help you remember it... like 'principal' is a 'pal.' In the upper-right corner are two lines where we'll write both problem spelling words and connections. [Model and monitor.]

•**Demo and do document collating.** [Lesson Design: Model, CU, GP]

"Now you're ready to put your Checklist on the back of your document. Turn the Checklist faced down on the table. Put your document faced up on top of it. Ask someone to put another staple in the corner. Congratulations, you have a wonderful document!"

[OPTION: This option turns them into analytical readers, reading their own work. Tell learners to use "light" pencil on their final drafts, and in the margin, write initials on the line where they have written examples, definitions, reasons, likes/unlikes, and subject synonyms. Then, when you read with them, your job is actually fun. You can compliment and praise for their work,]

E. Schedule...

First Experience [Gr. 1][Gr. 2] [Video Tape - Not Researched]

- 10 min. [Gr. 1 and 2: check order of pages and staple]

Second Experience [Gr. 1][Gr. 2] [Experience - Not Researched]

- 10 min. [Gr. 1 and 2: check order of pages and staple]

Third Experience [Concrete Subject - Researched]

- 15 min. [Gr. 2: check order of pages and staple; use checklist]

Fourth Experience [Textbook - Not Researched]

- 15 min. [Gr. 2: check order of pages and staple; use checklist]

F. Assess Skills Authentically...

Portfolio Sample Options

- Eval: First draft of document and checklist show marks and changes

from self-questioning and self-checking strategies. [2]

- Self: Envelope and forms display orderliness. [7]

Observation Record Options

- Comp: Interprets and applies *Guides'* 9 instructions. [1]
- Eval: Follows strategy for finding errors and making revisions. [2]
- Self: Uses time for work; clears spaces for work; maintains forms and sources. [7]

Performance Test Options

- Eval: Uses criteria on Self-Questioning and Checklist forms for finding errors and making changes. [2]

Rubric Scores

- 1 = not yet: work on ____
- 2 = emerging: doing ____ ... work on ____
- 3 = developing: doing ____ ... work on ____
- 4 = maturing: doing ____ ... work on ____
- 5 = strong: continue doing ____

9. Finalize Your Document.

- (a) Try to find your own mistakes.

*I read one sentence at a time.
I ask myself these questions.*

1. What does my sentence mean?
2. Where should I put commas so my reader will pause?
3. Have I started this sentence with a capital letter?
4. Which end mark have I used?
5. Which spellings make me feel uneasy?
6. Which capital letters make me feel uneasy?

- (b) Fix spelling problems so you will remember how to spell them.

*I find a word that gives me a spelling problem.
I think of a way to help me remember how it is spelled.*

EXAMPLES:

"He" is in "h e y," or "he" is "ha."

H"ear" with your "ear."

Specific Instructions 11

Busy Tree Squirrels

Tree squirrels are rodents like gophers. They are red, grey, and black. Their bellies

Busy Tree Squirrels

Tree squirrels are rodents like gophers. They are red, grey, and black. Their bellies are white. They have long bushy tails for balance when they jump. Their front teeth always grow because they chew so much.

Busy Tree Squirrels

Tree squirrels are rodents like gophers. They are red, grey, and black. Their bellies are white. They have long bushy tails for balance when they jump. Their front teeth always grow because they chew so much. Tree squirrels have long fingers. They have

Level 1

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Writer's Guide, Specific Instructions, Level 1, page 11: Grade 2 learners now use the "Checklist for Writing" for a final self-examining process. They are learning how to read and question themselves. Praise them for having found even only one or two errors by themselves. This is an important lesson in learning that we will always have mistakes, but we find, fix, and learn from them.

9. Finalize Your Document

Specific Instructions

Writer's
Guide

Level
1.2

1-3

1.1

D. Teach: Subjects, Information, Notes

(To see how these steps look in Level 1.2 see 1•4-11. See also Level 1.K, 1•56-61).

Choosing a subject rests in our purposes for learners. Because this is among their first experiences, the primary focus should be on learning the "physical skills" of appropriate process steps. "Intellectual understanding" is a by-product which will result when these beginning learners feel the comfort (emotional) and teamwork (social) of being able to do the physical manipulatives of each step. This process builds learners four "beings" by focusing first on the "physical being." [See 0•4 and 0•7]

Choice of a source rests on the learners' skills. Sources to be read by learners could be inappropriate for grade one or even for early grade two. However, sources to be heard, viewed, experienced, and/or remembered lighten the pressure of relying too early on their undeveloped reading skills.

Taking notes involves physical dexterities that can be developed. Prepare transparencies and model one movement at a time on the overhead projector. The following script leads you through teaching note taking to Grade 1 and inexperienced, September-October Grade 2.

For their first and second experiences have each learner work alone at a table or among clusters of other learners. This year you will probably follow only two process experiences to a fully written document. However, from September to February, you might lead learners through seven or eight partial processes during which you take the notes on transparency note cards, ask learners for ideas, and have them read notes and think about them with step 3a and perhaps with steps 3b, 3c, and/or 4. These four steps cause wonderful thinking strategies for learners. With this foundation, you will have modeled how to take notes and how to think with the cards. In February or March they will be ready to print their own cards and think with the same strategies that you had modeled. This approach gives you and the learners have a practical strategy with which to think about the information that you teach in any of the Sciences: social, health, life, earth, and physical.

• 1. Subject •

- Identify a concrete subject that can be seen, touched, and/or heard.
- Give each learner: 10 note cards, level 1 Form 5; one Outline, Form 11.
- Give each learner: 9X6 half-envelope (manila) with a white label.
- Give each group: 9X6 half-envelope (white).
- Have each learner: sharpen two pencils.

- Supplies and Procedures -

- Mailer envelopes cut in half.
- Adhesive label on each envelope for names.
- One outline form as the "hamburger" fold.
- Ten note cards, Level 1, with reasons line.
- Mailer envelope holds learner notes and outline. White envelope holds the group's manila mailers, with names showing out of the top.
- Learners rotate days as leader to hand out and collect envelopes with notes in them.

• Prepare them for what they will be doing.

"This week you will write a document the way high school learners write them. Today you will take some notes about SUBJECT. First let's get everything ready. [Model as you explain the following directives.] Find your big envelope, and point to the white label. Write your name and room number _____. [Monitor.] Now find your big outline form. [Hold it up.] Fold it in half, hamburger style, like this. Very carefully watch what I do now. I put my hamburger into my hand with the fold against my skin. With my other hand I take my note cards; I put them into the hamburger, and I pinch the hamburger shut. I keep pinching the hamburger while I open the envelope with my free hand. I don't let go of my pinched hamburger. I slip the hamburger into the envelope... it's tricky getting the edges in first... patiently... and, look... [The "hamburger's fold" should be along the open edge of the big envelope. Now pinch the bottom of the envelope and give the upside down folded "hamburger" a couple of shakes.] ...nothing falls out! Your notes are safe! This is a trick that you can use even when you're in high school!" [Have them practice this "in and out" action three times so they can confidently do it at the end of this first session.]

(Principle: Motivation- Interest, Life-Related Meaningfulness)

• 2. Information •

- Implant, then draw information from them. [They need some information that they can pull from their long- or short-term memories. You will pull this recalled information from their memories by using Hilda Taba's "recall" Open Focusing Questions. (See pages 0•56-9) Either pull old information from

Learner's Initials _____

Finger's space
between wordsFirst letter cuddled
up to the margin.Note continued
on the next line

[2] Model each word and each note. Take three notes, stop, and read. Learners find and point to their own notes during oral reading. Take two more notes, stop again, read again; two more, stop, read; then three, stop and read.

Book's Initials	WOR	Student's Initials	WA
1. SUBJECT		NOTE-TAKING CARD	
2. NOTE			
some strong nests in			
branches			
3. FOR WHAT REASON?			
4. LIKE OR UNLIKE WHAT?			
TOPIC _____			
[LEVEL 1]			

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their long-term memories or implant new information and pull it from their short-term memories.] "[When] we [saw, heard, visited] a [source] about [subject]. Let's share what we remember. Thinking of that [source], what can you share about [subject]? [Call for responses. For each response, ask learners to "share an example" or "tell what makes you say that."] What else can you share about [subject]? [Principle: Rate and Degree- Active Participation]

• **Show them how to write initials on cards.** [Lesson Design: Modeling]
 "Put all your blank note cards in one neat stack. Look at the Student's Initials line. "Initial" means "beginning." What are the "beginning" letters of your first and last names? [Take a moment to develop this concept with them.] Take one note card and write your first and last initials on the line. [Model on transparency card.] Before you take each note, print your initials. This will help you not to have your notes get mixed with someone else's notes."

• 3. Taking Notes •

• **Show how to take notes as facts are recalled.**

[Lesson Design: Input, Modeling]

[A] [Receive the first recalled response from a learner. Take time to give input and model simultaneously as learners follow your lead.] "Our first fact is 'first note.' Watch carefully as I show you how to write this note. [Say again...] 'first note.' We cuddle the first letter up to the margin like this. [Model the first letter next to the margin; then the whole word.] You do the same thing on your note."

[B] "Now we put a finger after the word to leave a space. We write the next word. After each word we measure with our fingers to leave a space." [When you use the second line, "cuddle" the letters to the margin.] [Principle: Rate and Degree- Active Participation]

[C] [Call for more responses. For each response, ask learners to "tell what makes you say that."] "What else can you share about [subject]? Begin with your initials." [Return above, to [A] to take notes 2 and 3.] [Principle: Motivation- Hemisphericity]

[D] [Having written 3 note cards, have them practice reading with you. They must find and point to words on their own cards to begin familiar connections.] "Put down your pencils to try something else. Find your own note card that looks like this." [Find one of the 5 cards and place it on the overhead.] "Let's all read it together in 6 inch voices. [Hold your fingers 6 inches from your mouth. Move your hand out to 12 inches from your mouth.] "Not 12 inch voices, that would be too loud. Just 6 inches."

"I will point my finger to the words in my note. As I do, you point your fingers to words in your notes. We will read the words as we touch them. Everyone, let's point and read... [Point to one word... at... a... time... slowly.] "[first word], [second word], [third word], [other words]. Good! Let's do that again... everyone, now, and, remember, 6 inch voices."

[Now they are learning how to read "spoken" words. Take two more notes and repeat [D]; then take two more notes and again repeat [D]; take the final 3 notes and read aloud. At this time begin this series of steps by returning above, to [C]. Tomorrow begin the day by orally reading all the notes that they have taken.]

3a-c

1.1

D. Teach: Reasons, Likenesses, and Synonyms...

Reason inferences make the most significant thinking strategy of this process. They are cause - effect relationships and all learners can think at causal levels. When they examine notes and think of reasons, they make meaningful connections, and they claim ownership of the information and its meanings.

Likeness and difference interpretations are connections between the information and facts in learners' long-term memories. When learners know little or nothing about the broad subject, this is likely a step to omit until they study a subject of which they know more information. Likenesses and comparisons; differences are contrasts. You might choose to retain likenesses, but to omit differences for a given subject.

Synonyms connections are nouns that can substitute for the subject. Learners of early grades can think of other words to call their subjects. Two or three synonyms will give young learners relief from repeatedly using the subject while it also gives them experience with synonyms.

- Return to clusters: 9X6 half-envelope (white), filled with learners' 9X6 half-envelopes (manila), with the named label ends standing upright out of the white envelope.
- Have each learner: sharpen two pencils.

• Prepare them for what they will be doing.

[Lesson Design: Anticipatory Set, Objective]

"Take out your notes about SUBJECT. Look at your wonderful notes! What a fine job you have done ...just like high school learners! Find a note where you cuddled your first letters up to the margin. Point to that margin. Now find a note where you used your finger for space between words. Point to that space. This time find a note on which you used two lines for the idea. ...Yes, you have taken wonderful notes!"

[Principle: Motivation- Reward, Intrinsic]

"Now let's all think about your notes."

[3a] Read all notes, think, and circle the "3" if you think of a likeness. (no Options on "Reasons" step)

• 3a. Reasons •

- **Show how to think of reasons.** [Lesson Design: Set, Input, Modeling]
[Choose and project a note that will have an obvious reason, a reason which will not cause guessed responses.] "Look through your notes and find this note. [Monitor.] Ready? Get your pointer finger ready. Point to the words and read with me. [Point on the transparency note and read words slowly.] Good! Now let's add a thinking question to this. Look at the question, 'For what reason?' This time we will read our note and add, 'For what reason?' Read with 6" voices and point to each word all the way to 'reason.' [Lead them as they point to and read each word of the note and the question.] One more time, with 6" voices." [Point and read again. Then stop, WAIT, and call for answers. Have learners speak into an amplifier if you have access one. Even an old R-R tape deck on "play-record," helps learners to be heard in large groups.]

[B] "Who has an answer to our question? [Learner's name], [repeat note], 'For what reason?' We thought of a reason, so we circle the '3' on our card." [Circle the "3" in front of "For what reason." Ask it again to get several reason answers. Do not write reasons on the cards. This might cause First Graders some difficulties. Their reasons cause them to build understandings. Reasons are now in their minds; they will appear in some of the document sentences when learners are ready.] [Go below to [A].] [Principle: Rate and Degree- Active Participation]

[A] [Project another note.] "Now find this note. [Wait.] Point to your words as I point to my words. [Lead them as they point to and read each word of the note and the reason question.] One more time, with 6" voices." [Go above to [B].]

[Principle: Motivation- Hemisphericity]

[3b] [Optional]

Again read all notes, think, and circle the "4" if you think of a likeness. (also Optional: omit "unlike.")

Book's Initials WOR Student's Initials WA

1. SUBJECT NOTE TAKING CARD

2. NOTE eat berries, nuts, corn, and seeds

3. FOR WHAT REASON? _____

4. LIKE OR UNLIKE WHAT? _____

TOPIC _____

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SUBJECT _____

SYNONYMS _____

Student Will B. Able
Teacher Miss Tee
Room 111 Date April 1

Write words that can take the place of your subject. You will use some of these words as you write your product or give your speech. Write at least three words. Then circle at least three words that you plan to use. Later, when you use circled words in a sentence, make a check mark on their numbers.

Number 1. singular or plural (circle one)
Subject 2. squirrels
Pronoun 3. he she it they (circle one)

Action Verbs → Changed to Nouns
nibble 4. nibblers
run 5. runners
climb 6. climbers
jump 7. jumpers

Other Nouns 8. rodents
9. creatures
10. mammals
11. animals

Adjective-Noun Pairs 12. clever creatures
13. pesty nibblers
14. busy animals

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[3c] [Optional]

Think about information and list new names for the subject.

• 3b. Likenesses / Differences •

- Show how to think of likenesses. [These comparisons come from their prior knowledge. Omit "differences" until they mature with likenesses and have an appropriate subject.]

[Lesson Design: Anticipatory Set, Input, Modeling]

[Choose and project a note that will have an obvious likeness, a likeness which will not cause guessed responses.] "Look through your notes and find this note. [Monitor.] Ready? Get your pointer finger ready. Point to the words and read with me. [Point on the transparency note and read words slowly.] Good! Now let's add another thinking question to this. Look at the question, 'Like what?' Today we will not read 'unlike.' Now let's together read our note and add, 'Like what?' Read with 6" voices and point to each word all the way to 'what.' [Lead them as they point to and read each word of the note and the question.] One more time, with 6" voices." [Point and read again. Then stop, WAIT, and call for answers.]

[Principle: Rate and Degree- Active Participation]

[B] "Who has an answer to our question? [learner's name], [repeat note], 'Like what?' We thought of a likeness, so we circle the '4' on our card." [Circle the "4" in front of "Like what." Ask it again to get several "like" answers. Do not write likes on the cards. This might cause First Graders some difficulties. Their likenesses cause them to build understandings. Likenesses are now in their minds; they will appear in some of the document sentences when learners are ready.] [Go to [A].]

[A] [Project another note.] "Now find this note. [Wait.] Point to your words as I point to my words. [Lead them as they point to and read each word of the note and the like question.] One more time, with 6" voices." [Go above to [B].]

[Principle: Motivation- Hemisphericity]

• 3c. Subject Synonyms •

- Show how to think of synonyms. [Lesson Design: Objective, Input, Modeling]
[Make a transparency of Synonym Form 4 or Form 9. You can give learners a paper copy of the form, but perhaps they would remain more focused, during early experiences, by simply thinking together on your transparency. They will remember some synonyms, so they really do not have to take care of another sheet of paper in their envelopes.] [Fill in the blanks at the top before class begins, unless you are giving each learner a copy on which to write.] "Sometimes we get tired of using the same word over and over and over. We need some new words. Let's think of some new words for [SUBJECT]. Look up here at the 'Action Verbs' box." [Point to the rectangle on the transparency.]

"Think of what you know about [SUBJECT]. 'What do [SUBJECT] do?' [As they respond, write their verbs in the rectangle.] 'What else do [SUBJECT] do?' [Write at least 2 verbs.] Wonderful! Now watch carefully. [Point to the top verb, the arrow, the #4 blank. Make a statement with: verb can be called noun form of verb.] Try to think of a word: 'when they verb... they can be called... ____.' Who has a word?" [Make statements of all listed verbs. Write a noun across from each verb.]

"Now look at these lines. 'What can [SUBJECT] be called?' [Write nouns on the "Other Nouns" lines.] 'What else can [SUBJECT] be called?' [List at least two nouns on these lines.]

"Now look at these lines. 'How can [SUBJECT] be described?' [Write at least two adjectives on the "describers" lines.] 'How else can [SUBJECT] be described?'"

"These lines need another word. Look up above or think of a new word. Fill in the nouns: '[ADJECTIVE] ____.' Who has a noun? '[ADJECTIVE] ____.' [Write one noun to the right of each adjective.]

4-6

1.1

D. Teach: Sorting, Outlining, and Numbering...

Sorting notes eventually requires categorizing. Thinking of category names is a difficult skill for learners to learn. Yet, once learned, it generally remains in tact and can be quite easily transferred and applied. Sorting notes is the first step toward outlining. In Kindergarten and Grade 1 we give learners the category names. In Grade 2 we draw them from learners; and beginning in Grade 3, we show learners a strategy which lasts them a lifetime for thinking of their own category names.

Outlining, though prefaced by categorizing, calls for skills in planning and organizing. Once categorized, stacks of sorted notes must be arranged in an order that makes logical sense. When Grades K, 1, and 2 learn these skills, the focus is on developing their psychomotor skills so they have a firm foundation for the time when they will be ready to think logically as they plan documents for audiences.

- Prepare a transparency: Look at learners' 10 notes. Decide three categories that will cover all of them. On a transparency, print the three categories in large print, beginning with a capital letter. Think of categories like, "babies, actions, looks, homes, dangers, uses, kinds, locations, how made, etc.. (Avoid categories named, "other, facts, miscellaneous, more, etc.)
- Prepare note card transparencies: Name one note card for each topic.
- Prepare a transparency of the Topic Outline, Level 1, Form 11.
- Return to clusters: 9X6 half-envelope (white), filled with learners' 9X6 half-envelopes (manila), with the named label ends standing upright out of the white envelope.
- Have each learner: sharpen two pencils.

• Prepare them for what they will be doing.

[Lesson Design: Anticipatory Set, Objective]

"Take out your notes about SUBJECT. Look at your wonderful notes! Find notes with circles on the 3's. Those were reasons that you shared. Share some reasons today." [Call on learners to share reasons. Urge that they say the three parts, "the note, the question, and the answer."]

"Look at your notes with a 4. Share a likeness that you remember. [Call on learners to share reasons. Urge that they say the three parts, "the note, the question, and the answer."]

What a fine job you do! You're so smart! You are thinking like high school learners!" [Principle: Motivation- Reward, Intrinsic]

"Now you are ready to give notes names and to sort them into stacks."

• 4. Sorting Notes •

• Show how to sort notes.

[Lesson Design: Anticipatory Set, Objective]

[Project your prepared transparency of three category names. Lead them to understand the meanings of the names. At first show them all; then cover the bottom two with a sheet of paper so they can best focus their thinking.] "Look at these three words. As I point to them, read them aloud with me, in 6" voices. [Point and read aloud.] One more time; your 6" voices are wonderful."

[Lesson Design: Input, Modeling]

[Lay paper over all but the first category.] "Look at this word, category. Read your notes. Who has a note that will fit this word? [Call on volunteers.] Who else has a note that will fit this word? [Call on more volunteers.] [Repeat this question with each category.]

[Move on to have them write a category name on the Topic line of each note card.] [Pick one of the note cards that obviously belongs only to one of the categories. Project it on the screen.] "Find your note that looks like this. [Monitor.] Point to the Topic line near the bottom. [Point to your Topic line and monitor.] You will write one of our category names on this line. [Slip the three category names behind the transparency note card.] Which name should we give to this note? [Call on a volunteer, or call for unison answer.] Let's write category on this topic line. Be sure to start it with a capital letter." [Model, then monitor. When ready, have them name all cards.]

[Principle: Rate and Degree- Active Participation]

[Lesson Design: Guided Practice]

"You are doing so well! How proud you must feel! Go ahead now and name all of your notes. Remember the capital letter. I'll help you. Let me know when you feel unsure." [Monitor.]

"You did that very well. Here is one more high school trick for you. Everyone, pick up the stack that is first on your Outline. Turn it faced down, and set it on your table. Now pick up the second stack on your outline. Watch me carefully... I turn it faced down and I crisscross this stack over the first stack. Crisscross it, now. Good... now the third stack... faced down and crisscrossed. Say the word with me. 'Crisscrossed.' Once more 'crisscrossed.' Yes! Now your notes will not be mixed up. Carefully put them into your hamburger fold. There you are... another great trick for some great young learners!"

Book's Initials: WOR Student's Initials: WA

1. SUBJECT: eat berries, nuts,
2. NOTE: corn, and seeds
3. FOR WHAT REASON:
4. LIKE OR UNLIKE WHAT?

TOPIC: food (LEVEL 1)

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Book's Initials: WOR Student's Initials: WA

1. SUBJECT: rodent family
2. NOTE:
3. FOR WHAT REASON:
4. LIKE OR UNLIKE WHAT?

TOPIC: body (LEVEL 1)

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Book's Initials: WOR Student's Initials: WA

1. SUBJECT: loose nests on
2. NOTE: branches
3. FOR WHAT REASON:
4. LIKE OR UNLIKE WHAT?

TOPIC: homes (LEVEL 1)

Book's Initials: SSAMS Student's Initials: WA

1. SUBJECT: nest in hollow trees
2. NOTE:
3. FOR WHAT REASON:
4. LIKE OR UNLIKE WHAT?

TOPIC: homes (LEVEL 1)

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TOPIC OUTLINE Student: Will B. Able

Title: Meet Our Tree Squirrels Teacher: Miss Tee

Subject: Tree Squirrels Room: 111 Date: April 1

TOPIC I. Body (NOTE 1)

TOPIC II. Homes (NOTE 2)

TOPIC III. Food (NOTE 3)

TOPIC IV. (NOTE 4)

TOPIC V. (NOTE 5)

(LEVEL 1) ©1984 by THEA M. HOLTAN Accompanies "The Thinking and Writing Process"
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[5] Write category names on Topic lines. [If ready, first plan a sensible (logical) arrangement.]

[4] Use the teacher's category names. Write a name on each note. Then sort notes into category stacks.

Book's Initials: WOR Student's Initials: WA

1. SUBJECT: some strong nests in
2. NOTE: branches
3. FOR WHAT REASON:
4. LIKE OR UNLIKE WHAT?

TOPIC: (LEVEL 1)

Accompanies "The Thinking and Writing Process"
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[6] Number each note in the circle. [If ready, first arrange in logical order.]

• 5. Outlining Topics •

• **Show how to outline stack topics.** [Lesson Design: Anticipatory Set, Objective] [First: Project the three cards, each named with a category on the Topic line.] "You did a fabulous job of writing names on the Topic lines of your notes. These are the topics that you wrote. Now let's sort organize them into three stacks. Stack the Topic names together. Your neat note stacks will look like these three cards." [Monitor.] [Principle: Rate and Degree- Active Participation]

[Second: Write the Topics from the three transparency cards to the Outline Topics. [NOTE: Arranging in a "logical" or "sensible" order will be important someday. At this early age, though, focus on the "physical coordinations" of the strategy.] [Go through the motions as you speak.] "Look at the names on my stacks. I arrange them the way I want them in my document. [Arrange the three transparency cards with the named Topics.] Pick the stack that you want on top. Now pick the next stack. Then put your last stack on the bottom." [Monitor.] [Principle: Motivation- Hemisphericity]

"Point to the three Topic words on the stacks. Now point to the three Topic lines on your 'hamburger' Outline. Write the three Topic names on your Outline. Start each Topic name with a capital letter." [Model and monitor.]

• 6. Numbering Notes •

• **Show how to number notes.** [Lesson Design: Anticipatory Set, Objective] [If Grade 1 does not number notes, do not worry. Readiness here is on the cusp. Be comfortable because you are focusing on "physical coordination." You can just tell them to number in the circles. That is the experience which we want them to record in memory.] "What beautiful outlines you have! How proud you must feel! Now you are now ready to number each one of your notes in the circle."

[Lesson Design: Input, Modeling]

"Look at the Topics on my outline. Which notes will I number first?" [Let learners tell you how to number your notes from your outline.]

[CAUTION: If learners do number notes, they must number them from "1" to the end, never beginning again with "1." Consecutive numbering is important, and, believe it or not, is remembered by learners.] "Number your own notes in the circles. Begin with '1' and just keep numbering until each of your notes has a number all its own."

[Principle: Rate and Degree- Active Participation]

7.9

1.1

D. Teach: Writing, Putting Together, and Finalizing...

Writing documents begins with the placement skills of centering the title, cornering page numbers, indicating paragraph breaks, and adhering to the left margin. Primary writing skills include writing sentences consecutively to the right margin, separating them with a finger's width, beginning them with a capital letter, ending them with an end mark, and separating their words from one another with a finger's width.

Putting parts together at the primary level includes a title page and a document written only on the top side of the paper, and stapled in the upper-left corner. If a checklist is a part of the learning, it should be faced down on the bottom of the document so that it shows only from the bottom when bent upward or flipped over.

- Prepare 2 transparencies of writing paper. Draw a margin on each.
- Prepare margins on writing paper for learners by laying a ruler along the left edge of the tablet. Have enough for a three sheets per learner.
- Prepare a transparency of Form 19: primary title page template, Level 1.
- Pull 3 or 4 note cards with notes from Step 3.
- Duplicate Form 19: Run Title Page Template for the class, and save for later.
- Return to clusters: 9X6 half-envelope (white), filled with learners' 9X6 half-envelopes (manila), with the named label ends standing upright out of the white envelope.
- Have each learner: sharpen two pencils.

• Prepare them for what they will be doing.

[Lesson Design: Anticipatory Set, Objective]

"Take out your notes and Outlines about SUBJECT. Look at your wonderful Outlines! They have words on them in the order that you will write about SUBJECT. Share the topics that you wrote on your outlines." [Call on learners to share topics in the order that they have written them.]

"Look at your notes. They have numbers in the circles. Share the numbers that you have written in your first group of notes. [Call on learners to share the numbers in the Topic 1 notes. Urge that they read the numbers in order.] You have done such good work! How proud you must feel!" [Principle: Motivation- Reward, Intrinsic]

"Now you are ready to write your document."



• 7. Writing Document •

• Show how to write paragraphs. [Lesson Design: Anticipatory Set, Objective]

[Be ready with one note card from the previous steps.] [Distribute one sheet of writing paper (with margin) to each learner. Project your prepared transparency of their writing paper.] "Do not write your name on this paper. Later I will show you where to write your name. Just be sure that at the end of our time you fold it and put it into your envelope. Now at look at your paper and at my transparency. On the side is a line which I drew. It is called a margin. [On transparency, point to it.] Slide your finger down your margin. It is just like the margin on your note cards. [Show the note card transparency and point.] The margin is for helping you keep a straight line. Remember, we cuddled the letters to the margin on these cards. We will do the same thing on our papers."

[Principle: Transfer- Similarity]

"Now look at the top of the paper. On the first line for handwriting we all write the title. We write it in the middle. Watch me write SUBJECT'S TITLE. Start it with a capital letter. [Center and capitalize the title.] You write your title." [Monitor.]

[Lay a pencil on the first-page transparency; lay it beneath the title so they will get the idea of skipping a line.] "Look at my pencil. I am showing you that you should not write on this line. Lay your pencil under your title so you will remember not to write on that line. Leave the pencil there for a little while so I can explain the next thing for you to know."

[Temporarily remove the first-page transparency. Replace it with a Step 3 note on a note card.] "This is one of our notes. Read it as I point to it. [Point to the words in the note and lead unison reading.] Now here is a new trick for you to learn. At the top is a '1.' It says 'Subject.' Under it is a '2.' It says 'Note.' We want to make a sentence from these two parts. When we do this, we often have to connect the two parts with our own words. So the sentence begins with '1' SUBJECT, and it ends with '2' NOTE. Who can make a sentence by connecting these two parts?" [Call on a volunteer. Take three or four more notes and orally make more sentences. Always have a word that means the subject (including "their" or "its") in sentences. When ready, learners will begin breaking monotones.]

[7] Draw a margin. Write the title in the center. Skip a line. Cuddle letters to the margin. Write sentences from left to right. Skip a line between paragraphs.

2
berries, nuts, corn, and seeds. They also eat mushrooms and fruits.
Squirrels
Tree squirrels are rodents like gophers. They are red, grey, and black. Their bellies are white. They have long bushy tails for balance when they jump. Their front teeth always grow because they chew so much. Tree squirrels have long fingers. They have sharp nails.
Tree squirrels have nests in hollow trees to store nuts. Some squirrels have strong nests in branches. They have weak nests for summer to keep cool.
Tree squirrels chew a lot. Squirrels eat

Busy Tree Squirrels
by
Will B. Able April 1, 19??

[8] Ask an adult to staple the document in the upper-left corner.

1

7. Writing Document, Cont'd.

[Choose a short note that you will write as a sentence. Write a "1" in its circle.] "Everyone, be sure that your pencil is still lying under the title on your paper. Leave it there a little longer. Eyes up here while I show you what to do next."

[Hold up a crisscrossed stack of notes.] "My notes are crisscrossed and in order for me. I lift off the first stack and set the others out of my way. I read my first note and think of a sentence."

[Project the writing paper and the note 1 transparencies.] "This is the first note that I will be writing in my document. What clue do you see that tells you that this is my first note?"

[Call on a volunteer.] My number 1 note will be first; my number 2 note will be second. [Focus on the first note.] "What should my first sentence say? [Unison or volunteer, reading the 2 parts with connecting words if needed.] [Leave the pencil on the transparency.] On my paper I begin by cuddling the first letter next to the margin. I left my pencil under the title so I will remember to leave a blank line." [Write the two-part sentence with connecting word. Tell them aloud what you are doing.] "I cuddle the first letter next to the margin. It is a capital letter because it is the first word. I write my subject and my note. I write to the other side of the paper and cuddle next to the margin again. A period shows people the end. A finger next, and I will begin my next sentence right here on the same line."

"When I run out of my first group of notes, I take the second group. [Lay the pencil under the sentence on the transparency.] When I change crisscrossed stacks, I skip a line."

[Lead them through their paragraphs. Watch margins, capital letters and periods. "Indenting" requires quite a bit of coordination. I save it until next year. Choose one way or the other, but never both, to tell readers of topic changes.]

• 8. Putting Parts Together •

• Show how to prepare pages. [Lesson Design: Anticipatory Set, Objective] [Project the title page template, Form 19.] "You have written your document. Now make a title page. Here is a model to help you. Lay your paper over it. [Lay the transparency of writing paper over the template.] Write your information on your paper." [Model. Then have them write title pages; monitor them.]

[Principle: Rate and Degree- Active Participation]

[Use a learner's document to model how to put the parts together.] "Now put the parts together: your title page on the top, your first page, your second and third pages. Now have someone put a staple in the upper-left corner."

"Your first page has a title on it, so it does not need a page number. You need a page number on pages 2, 3, and any other pages. Print a page number in the upper-right corner like this. [Model on the transparency.]

• 9. Finalizing Document •

• Show how to check documents.

[Lesson Design: Anticipatory Set, Objective]

[Lay paper over the transparency of your paragraphs.] "One more thing should be done before we are completely finished. Lay a paper over your document. Let one sentence show like I have it. Read that sentence to see if you capitalized your first word. Look for a period at the end, too."

"Then slide the paper down to the next sentence. Look for a capital letter. Look for a period. Keep looking with this paper."

"Congratulations! You should be very, very proud of your documents!"

1-3

1.K

D. Teach: Subjects and

Information...

(Level 1.K, 1.1, and 1.2 address Kindergarten, First, and Second Grades. Only relevant Level 1 steps are listed for Kindergarten. Numbering matches Level 1 on pages 1•4-11, where Level 1.2 is presented. Some numbers are also on pages 1•48-55 where Level 1.1 is presented.)

Choosing a subject rests in our purposes for learners. In the Kindergarten structure, a subject can last the whole school season. It can be revisited when you increase thought processes as learners mature. [See 0•4 and 0•7]

Choice of a source rests on the learners' skills. Sources should be presented in short pieces so learners can bite off a bit of information at a time. Ten minute book readings are ideal. Videos can last a bit longer, but beware of "tuned out" tendencies. The key is in how you deal with the sources. This process is aimed at having sources used as "implanters" of information.

Taking notes probably will require assistance from older learners or volunteers. Most of the times you will not need notes because you can have oral discussions, using my form for Hilda Taba's "open focusing questions." (See 0•56-59)

Plan a subject field that can last you the entire year. Study the criteria about that field and prove or disprove the criteria with examples of the subject field. For example, study the criteria for how to know a cat. Then find several examples of cats. Many criteria are evident on photos; some in sound; others in readings. Have learners gather information about cats and prove that various species really are cats. You can use the strategies that I describe for Kindergarten on these six pages. This example would work for many other subjects, too.

A product that works nicely is the making of a class book. This book can be made over several months. The process strategies are the focus. By following the steps that I have listed here, add reasons, synonyms, etc. as learners' mature with the building blocks that these strategies form. They need not necessarily have new information for each strategy. Surely they cannot handle all of the strategies in the fall of their first school year, so building their skills makes a good plan.

The book can have various parts so they learn about books. It can also become a part of the classroom library so learners can browse through it, connect their illustrations to print, and begin to recognize printed forms of words in their oral vocabularies.

• 2. Information •

- Identify a concrete subject field that could continue all year.
- Identify sources that can be used in short parts almost daily.

• **Implant information into their memories.** Use short readings, experiences, viewings, and any other appropriate sources. Load their minds with information for a few minutes each day. Then, sometime during the day use open focusing questions to help them to recall previous days' information.


• **Always plan a way of processing information through discussions.** Information by itself lies dormant in memories. If learners do not use the information, then the time efforts of entering the information have been spent for little gain. Each time learners are given information, plan a short recall discussion to surface it for sharing.

• 3. Taking Notes •

- Prepare 1 note card for each learner, Level 1.K, Form 3.
- Prepare the note card, Level 1.K, Form 3 on transparencies. Make half as many transparencies as you have learners.
- Possibly prepare enlarged 1.K note cards on full poster-sized 20 pound bond paper. These can be used for whole-class focuses. They do not require the transfer that transparencies require.

• **Implant, then draw information from them.**

Sometimes you will write learners' thoughts as notes. The notes that you write might be opportunities for you to model "how to take notes" and "how to recognize a note." The notes might go toward a product like the class-produced book or a collection of short, illustrated facts. Your notes might also be "practice" notes which lead up to the day when learners produce a joint product. They can "practice" copying your note onto a 1.K note card. If you do this, write one transparency 1.K note for every two learners. Give each two learners two note card forms and one transparency note. They can also practice drawing an illustration to show the meaning of the note. Later all these "practices" can be applied to a class book about a particular subject.

Book's Initials _____	Student's Initials CN	
NOTE-TAKING CARD		
1. SUBJECT 2. NOTE		
<div style="border-left: 1px solid black; border-right: 1px solid black; padding: 0 10px;"> <i>very white</i> </div>		
3. FOR WHAT REASON?		
4. LIKE OR UNLIKE WHAT?		
<small>Accompanies "The Thinking-and-Writing Process" 206 Saratoga Lane N, Minneapolis, MN 55441 by THEA M. HOLTAN ©1996</small>		
TOPIC _____ [LEVEL 1]		

Subject: The Polar Bear

3. Notes, Cont'd.

Guide them in the practice of recalling and thinking about information. The information can be pulled from their long- or short-term memories. You will pull recalled information from their memories by using Hilda Taba's "recall" Open Focusing Questions. (See pages 0•56-9) Either pull old information from their long-term memories or implant new information with sources (cited above) and pull it from their short-term memories.] [Read the short piece; close it, ask focusing questions about it; and have learners cite examples or evidence of their recalled facts.

"[When] we [saw, heard, visited] a [source] about [subject]. Let's share what we remember. Thinking of that [source], share what you remember about [subject]. [Call for responses. For each response, ask learners to "share an example" or "tell what makes you say that."] Share some more that you remember about [subject]? [Principle: Rate and Degree- Active Participation]

Enjoy ten minutes a day of open, focused discussions. Discuss many things, especially the knowledge teachings in your curriculum. Most of the time, just focus your open questions on a subject and listen. Invite learners to listen and respond to one another; always encourage examples or evidence for what they contribute.

Use this strategy without a product. Give them practice at seeing their verbalized ideas on note cards. Either project a transparency of the note card, Level 1.K, Form 3, or use the poster-sized cards. Write two or three notes each day. Show them their initials, the margin, the finger between words, the non-sentence form, the left-to-right writing, the use of two lines. Soon they should tell you how to write the notes.

Write a note from a learner's thinking. Then practice reading it together. "Let's all read this note together in 6 inch voices. [Hold your fingers 6 inches from your mouth. Move your hand out to 12 inches from your mouth.] "Not 12 inch voices, that would be too loud. Just 6 inches."

"I will point my finger to the words in our note. Read with my finger. [Point to one word... at... a... time... slowly.] "[first word], [second word], [third word], [etc.]. Good! Let's do that again... everyone, now, and, remember, 6 inch voices." [They are learning how to recognize "spoken" words in print.]

Lead them in proof reading the note together. "Look at this note. You know how a note should look. What is right about the way this note looks?" [Principle: Reinforcement- Positive Reinforcement]

Use this strategy to lead to the next strategies. Share notes orally while you write them on several transparencies or poster forms. Keep the notes so they can be examined and interpreted through the next strategies.

3a-3c

1.K

D. Teach: Reasons, Likenesses and Synonyms...

Reason inferences make the most significant thinking strategy of this process. They are cause - effect relationships, and nearly all learners can think at causal levels. When they examine notes and think of reasons, they make meaningful connections; they claim ownership of the information and its meanings; and they demonstrate stimulated interest in thinking about the subject.

Likeness and difference interpretations are connections between the information and facts in learners' long-term memories. When learners know little or nothing about the broad subject, this is likely a step to omit until they study a subject of which they know more information. Likenesses are comparisons; differences are contrasts. You might choose to retain likenesses, but to omit differences for certain subjects.

Synonym connections are nouns that can substitute for the subject. Learners of early grades can think of other words to call their subjects. Two or three synonyms will give young learners relief from repeatedly using the subject while it also gives them experience with synonyms.

• 3a. Reasons •

- **Show how to think of reasons.** [Lesson Design: Set, Input, Modeling]
- **Apply the "For what reason" soon in the year.** This question can be answered by very young learners. They should begin determining when their reason is a fact as opposed to a fantasy, but this is not a crucial focus for Kindergarten. In Kindergarten we want them to form self-questioning habits. The "reasons" strategy is excellent for this.
- **Apply "For what reason" to September-October knowledge from any of your five or six sciences.** Discuss information about a unit with several "For what reason" connections. For example, if you are focusing on foxes, you will daily expose them to information; you will daily have them generate ideas from open focusing questions; and you will daily write their ideas on note cards, Form 3. Then, when the note-taking has been completed, you will lead them through the "For what reason" thinking exercise. Put the fox notes away for awhile. In a few weeks bring them out again and teach how to think with the next strategy, "Like what." Wait again, and apply "synonyms," then "sorting."

Book's Initials	Student's Initials CN
NOTE-TAKING CARD	
1. SUBJECT	
2. NOTE very white	
3. FOR WHAT REASON?	
4. LIKE OR UNLIKE WHAT?	
<small>Accompanies "The Thinking and Writing Process" 206A Saratoga Lane, Minneapolis, MN 55441 by THEA M. HOLTAN ©1994</small>	
<small>TOPIC _____ (LEVEL 1)</small>	

Reasons

[A] Read
1. subject,
2. note,
3. for what
reason?

[B] Share
answers.

3a. Reasons, Cont'd.

- **Use a group of notes about one subject.** Project one note on the screen. Invite learners to think with this note. Teach them how to ask the "reasons" question. You are now giving them a strategy to use with all the information throughout the rest of the year... and beyond.
- **Together look at one large note.** "Read this note with me as I touch the words. [Touch and read each word.] [Learner's name], come up here. You touch the each word slowly, and we will say each word that you touch. Be sure to touch slowly for us." [Two or three more volunteers for this sentence. Project the next sentence and do the same.]

"That was very well done! Now let's add something else to our reading. [Touch and read each word; then touch and add "For what reason." Do this two times.] [Learner's name], come up here. It's your turn to touch as we read. Also, add the three words, 'For what reason.' [Learner touches words and the three words, "For what reason." The class again reads aloud.] That was well done! We need another volunteer. [Learner's name], you will touch as we read. ...But after we read, we will stop and think of answers to the question. You will call on us when we raise our hands. [Two or three more volunteers touch and lead this sentence and the three words, "For what reason."]
- **Apply the "For what reason" question throughout each day.** This question should be applied to all forms of information. Even apply it to "people" information, including behaviors, motives, kindness, loves, hurts, andangers.

Book's Initials _____ Student's Initials **CN**

NOTE-TAKING CARD

1. SUBJECT _____

2. NOTE _____

3. FOR WHAT REASON? _____

4. LIKE OR UNLIKE WHAT? _____

TOPIC _____

[LEVEL 1]

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Likes

- [A] Read
1. subject,
2. note,
3. like what?

- [B] Share
answers.

SUBJECT SYNONYMS

Student **Chen Neu**
Teacher **Mr. D. Lighted**
Room **333** Date **4-1-??**

Write words that can take the place of your subject. You will use some of these words as you write your product or give your speech. Write at least five words. Then circle at least three words that you plan to use. Later, when you use circled words in a sentence, make a check mark on their numbers.

Number 1. singular or plural (circle one)
Subject 2. **polar bears**
Pronoun 3. he she it they (circle one)

Action Verbs → Changed to Nouns
4. **hunters**
5. **swimmers**
6. **cub raisers**
7. _____

Other Nouns 8. **animals**
9. **mammals**
10. **creatures**
11. _____

Synonyms

- [A] Think of verbs that your subject does. Turn them into nouns.

- [B] Think of other nouns that you can call your subject.

• 3b. Likenesses •

- **Show how to think of likenesses.** [Lesson Design: Set, Input, Modeling]
- **Focus on likenesses.** If at some future time "differences" seems appropriate, add it to your focuses. If not, let "differences" be a skill of future years for our learners.
- **Use a group of notes about one subject.** This should be a subject which can be compared to things of common knowledge in your learners' lives. Project one note on the screen. Invite learners to think with this note. Teach them how to ask the "likeness" question. You are giving them a strategy for comparing the subject to what is stored in their own long-term memories.

[Together look at one large note.] "Read this note with me as I touch the words. [Touch and read each word.] [Learner's name], come up here. You touch the each word slowly, and we will say each word that you touch. Be sure to touch slowly for us." [Two or three more volunteers for this sentence. Project the next sentence and do the same.]

"That was very well done! Now let's add something else to our reading. [Touch and read each word; then touch and add "Like what." Do this two times.] [Learner's name], come up here. It's your turn to touch as we read. Also, add the two words, 'Like what.' [Learner touches words and the two words, "Like what." The class again reads aloud.] That was well done! We need another volunteer. You will touch as we read. ...But after we read, we will stop and think of answers to the question. You will call on us when we raise our hands. [Two or three more volunteers touch and lead this sentence and the three words, "Like what."]

- **Apply the "Like what" question whenever possible.** Apply this question when learners have stored memory that can relate to the new information being discussed.

• 3c. Synonyms •

- **Show how to think of synonyms.** [Lesson Design: Objective, Input, Modeling]
[Make a transparency of Synonym Form 4. Fill in the blanks at the top so learners can watch how to do it.] "Sometimes we get tired of using the same word over and over and over. We need some new words. Let's think of some new words for [SUBJECT]. Look up here at the 'Action Verbs' box." [Point to the rectangle on the transparency.]

"Think of what you know about [SUBJECT]. 'What do [SUBJECT] do?' [As they respond, write their verbs in the rectangle.] 'What else do [SUBJECT] do?' [Write at least 2 verbs.] Wonderful! Now watch carefully. [Point to the top verb, the arrow, the #4 blank. Make a statement with: (verb) can be called (noun form of verb.)] Try to think of a word: 'when they (verb)... they can be called... _____ ()' Who has a word?" [Make statements of all listed verbs. Write a noun across from each verb.] [Principle: Rate and Degree- Active Participation]

"Now look at these lines. 'What can [SUBJECT] be called?' [Write nouns on the "Other Nouns" lines.] 'What else can [SUBJECT] be called?'" [List at least two nouns on these lines.]

"Now we have other words to call [SUBJECT]. They will make our subject much more interesting."

4,7
1.K

D. Teach: Sorting

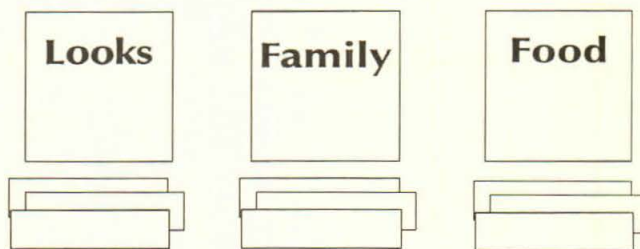
and Writing...

Sorting notes eventually requires categorizing. Thinking of category names is a difficult skill for learners to learn. Yet, once learned, it generally remains in tact and can be quite comfortably transferred and applied. Sorting notes is the first step toward outlining. In Kindergarten and Grade 1 we give learners the category names. In Grade 2 we draw them from learners; and beginning in Grade 3, we show learners a strategy which lasts them a lifetime for thinking of their own category names.

Writing documents in Kindergarten focuses more on reading and illustrating printed ideas than on applying manuscript to write them. Writing sentences of information might provide Kindergarten learners an opportunity to apply prewriting skills of "babbling." Usually, someone writes sentences for Kindergarten learners, and they illustrate their meanings.

Putting parts together at the Kindergarten level can be as simple as putting an illustration with a sentence. It can also involve assembling several illustrated pages for a group-produced book. "Putting parts together" at the Grades 1 and 2 levels includes a title page and a document written only on the top side of the paper, and stapled in the upper-left corner. If a checklist is a part of the learning, it should be faced down on the bottom of the document so that it shows only from the bottom when bent upward or flipped faced down.

- Prepare: 2 or 3 transparencies of writing paper.
- Prepare: a transparency of Form 18 if you are making a group's book.
- Prepare: signs that verbally and visually identify 3 or 4 category names.
- Prepare: paper on which they might have their sentences written and draw their illustrations. The form might be vertical, with two or three lines at the bottom for printing, and open space at the top for drawing. These papers can be displayed individually or in a class book.
- Duplicate: the above paper, a few more than one per learner.
- Duplicate: 8 - 10 note cards, Form 3.
- Prepare: ten or twelve transparencies of the above paper.

Notes Sorted in Three
Teacher-Planned Categories

• 4. Sorting Notes •

• Show how to sort notes.

[Lesson Design: Modeling, Guided Practice]

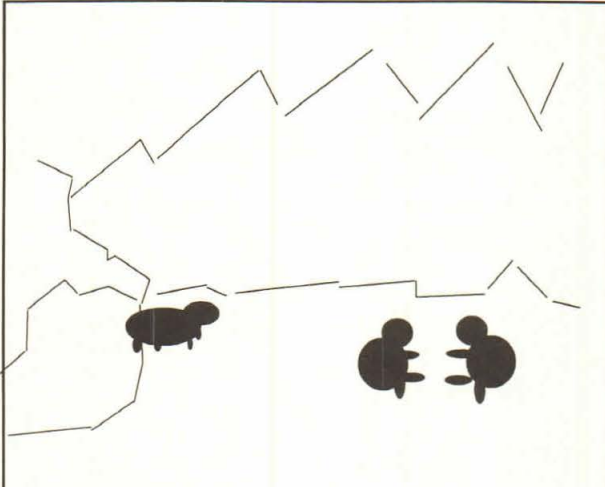

[Day 1] Lead learners through categorizing things. Tell learners to put items next to the category names on the signs. This is a good "categorizing" drill. When they do this, learners should be able to explain reasons for where they place these items. Though some learners might have identical items to place, their placements and reasons show unique thinking. They share their placements and reasons in an open discussion when focused by Taba's question pattern.

- a) Make and explain category signs; tape them to chairs, tables, etc.
- b) Give each learner things to categorize.
- c) Tell learners to put things next to the sign that fits them.
- d) Lead discussions "For what reason" the items fit under the various categories.

This stimulates good reasoning, listening, and explaining skills. It also stimulates awareness of how people think differently.

[Day 2] Lead learners through categorizing thoughts. "Now apply the same activity to categorizing and discussing "thoughts" instead of "things."

- 1) Write and/or illustrate thoughts on 1.K note cards, Form 3.
- 2) Follow the same procedure as above, only this time they categorize "thoughts" instead of "things." The categorizing will be less concrete.
- 3) Again discuss learners' reasons for where they placed the note on their note card.

 <p><u>Polar bears raise little cubs every year.</u></p> <p>_____</p> <p>_____</p> <p>Name <u>Ann Example</u> Date <u>4-1</u></p>	 <p><u>Polar bears hunt in the rivers so they can eat fish.</u></p> <p>_____</p> <p>_____</p> <p>Name <u>Dan D. Example</u> Date <u>4-1</u></p>
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Two Pages in a Group-Produced Book

[A] Tell someone what to write in your sentence. Include all that you want to share about your idea.

[B] Make a drawing that shows what you are saying in your sentence. This will be a page in your group's book about Polar Bears.

• 7. Writing Document •

• **Show how to say ideas in sentences.** [Lesson Design: Input, Modeling, GP]

[Day 3] **Help learners to verbalize a sentence from a note.** Read to them some of the notes about your subject. One at a time, discuss how each can be said in a sentence. Give them practice at saying notes in more than one way. They can practice saying sentences for one another's notes as well as for their own notes.

[Day 4] **Review notes and write several example sentences.** Write some of their sentences on a transparency of their illustration page. Show how the sentences might look.

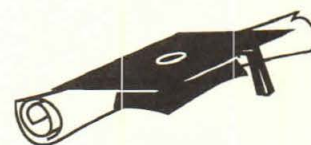
[Day 5] **Review example sentences and tell assisting writers the sentences to write.** Assign time to take their notes to a planning station. They should plan a sentence that they want to say, and they should dictate that sentence to a person who can print it for them. The printer will print it on the lines at the bottom of the form which you designed.

• **Show how to illustrate ideas.** [Lesson Design: Input, Modeling, Guided Practice]

[Day 6] **Help learners to connect printed messages with graphic images.** Show the transparencies with sentences. Lead discussions of what could be in the pictures to convey meanings to readers.

[Day 7] **Review the discussion of what could be in drawings and draw some examples.** Sketch some images of the sentences. Stimulate their visions.

[Day 8] **Review examples of illustrations and draw the illustrations that convey the sentences.** Assign time to take their sentences to a planning station. They should plan a drawing that will communicate their sentence about the subject. They should then draw colored illustrations.



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Materials Available for Learning and Teaching
Students' Materials: how-to videos and manuals, database and word processing files
Teachers' Materials: *Instructor's Guide* and Transparencies for Levels 1-3