

Student's Guide

A Manual of Strategies for Students
by Thea M. Holtan

Level 1

Expository Style
Main Ideas and
Supporting Details



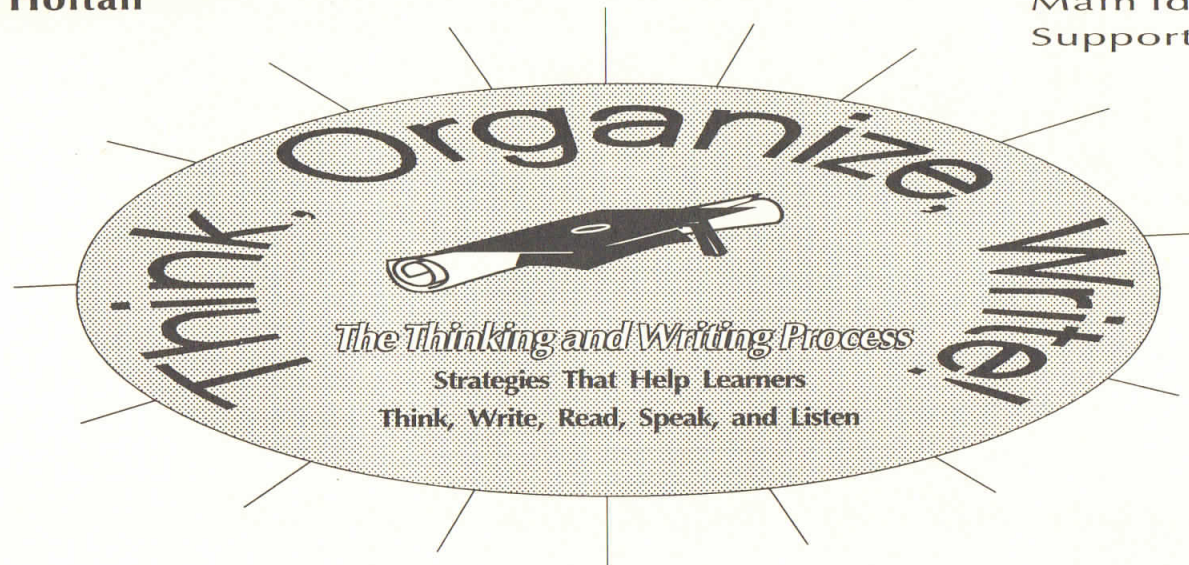
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A Manual of Strategies for Students
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Main Ideas and
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*Written to students, this manual, teaches **strategies for thinking, organizing, and communicating**. It also stimulates practice toward **self-reliance with written and illustrated instructions** like those in adult manuals. This **Level 1** is part of three progressive manuals, **Levels 1-3**, which graduate through strategies from **Grade K** to **Adult**. The **Student's Guides** accompany the **Instructor's Guide** and the **Levels 1-3 Video Tapes**. They guide teachers and students through strategies in thinking and organizing for writing, speaking, reading, and listening.*

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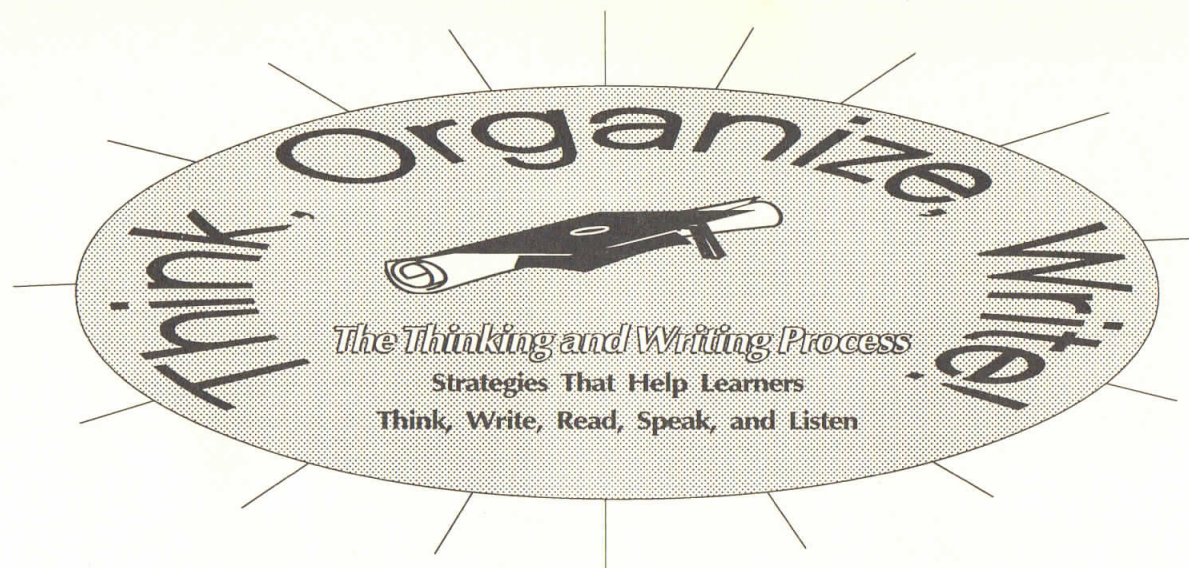
Level 1

Expository Style
Main Ideas and
Supporting Details

By using this manual you gain...

- practice with reading instructions,
- experience with following technical manuals,
- confidence,
- self-reliance,
- strategies of this process,
- independence in following this process.

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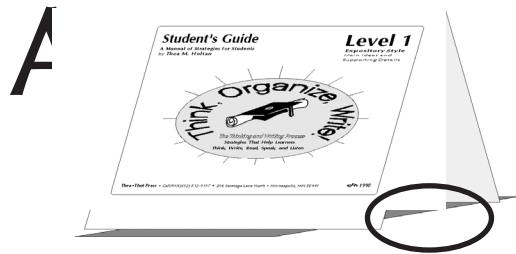
Student's Guide - Level 1

Table of Contents

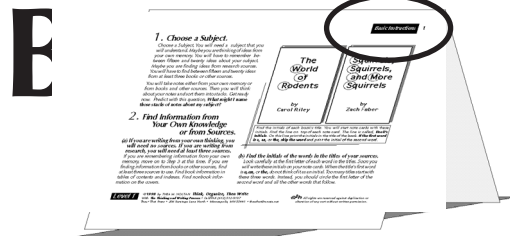
1 - Subject	11 - Note Categories
1 - Sources or Knowledge	13 - Outline's Topics
3 - Notes	15 - Note Numbers
5 - Reason Inferences	17 - Document Composition
7 - Like-Different Inferences	19 - Document's Parts
9 - Synonym Inferences	21 - Edits, Proofs, Publication

When you use this guide...

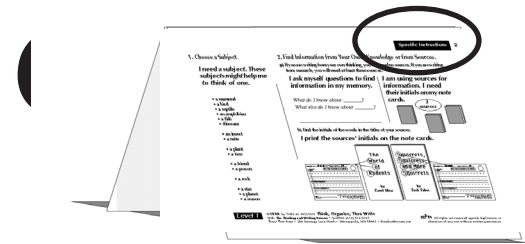
i



> Open the back cards of this manual so they stand up like a *pup tent*. With pages standing you can comfortably view them as you read the directions. The *pup tent* angle and the ivory paper will ease the strain on your eyes.



> Look for the pages called **Basic Instructions**. Each strategy has **Basic Instructions** that help you to learn one step at a time. They illustrate with an example, and they tell you how to do each step of the strategy.



> Look for the pages called **Specific Instructions**. Each strategy has **Specific Instructions** with detailed drawings to help you when you need more than the **Basic Instructions** pages.

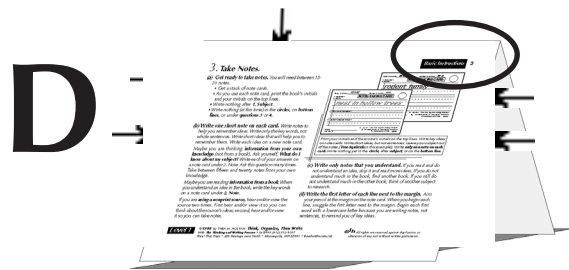
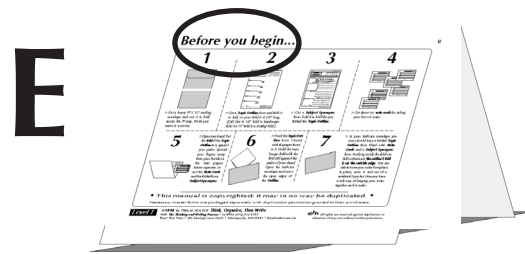


illustration as a review of how you will do the strategy following one heading and instruction at a time.

You might later have some specific questions. If so, turn the *pup tent* around to find answers on the **Specific Instructions** pages. After you have learned this process from several uses, you will probably be able to review by simply looking at the illustrated examples and reading the captions.

> When you begin each strategy, flip to its **Basic Instructions**. 1) Look at the *illustrated example* to get an idea of how the step looks. 2) Read the *a-b-c headings* and predict the steps you will follow. 3) Read each *heading and match it to the illustrated example* so you can see how it looks after it has been completed. 4) Read the *illustrated example* again. 5) Perform the strategy by reading the



> Flip to the page, titled **Before You Begin....** This page helps you to get ready. It tells you what you will need and how to organize your notes and forms.

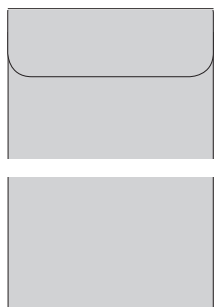
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Before you begin...

ii

1



> Get a heavy 9" X 12" mailing envelope and cut it in half, across the 9" way. Write your name in a corner.

2



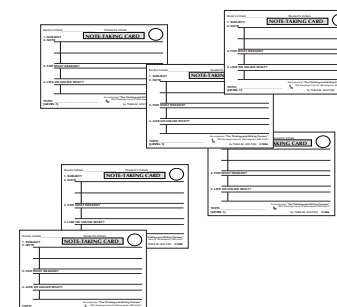
> Get a **Topic Outline** form and fold it in half, so your fold is 8 1/2" long. [Call this 8 1/2" fold a *hamburger fold*. An 11" fold is a *hotdog fold*.]

3



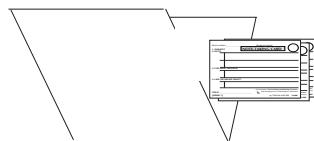
> Get a **Subject Synonyms** form. Fold it in half like you folded the **Topic Outline**.

4



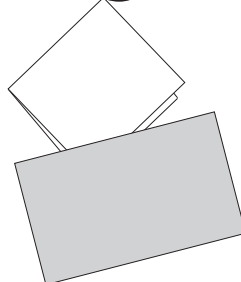
> Get about six **note cards** for taking your first six notes.

5



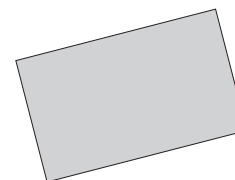
> Open one hand. Put the **fold** of the **Topic Outline** in it, *against your palm*. Spread your fingers away from your thumb so the two paper halves separate. Insert the **Note Cards** and the folded form, **Subject Synonyms**.

6



> Pinch the **Topic Outline** form closed with the paper forms in it. Hold the hamburger fold with the *fold still against the palm of your hand*. Open the half-size envelope and insert the open edges of the **Outline**.

7



> In your half-size envelope you now should have a folded **Topic Outline** form filled with **Note Cards** and a **Subject Synonyms** form. Nothing inside the fold can fall out because **the outline's fold is on the outside edge**. You are safe to move your notes from place to place, even in and out of a notebook's pocket. Now you have a safe way of keeping your notes together and in order.

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1. Choose a Subject.

I need a subject. These subjects might help me to think of one.

- 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

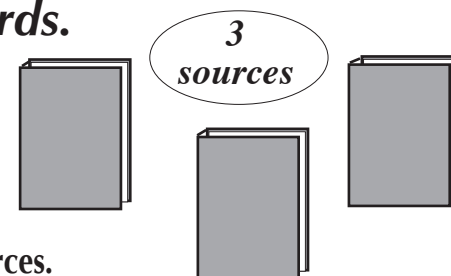
2. Find Information from Your Own Knowledge or from Sources.

(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.

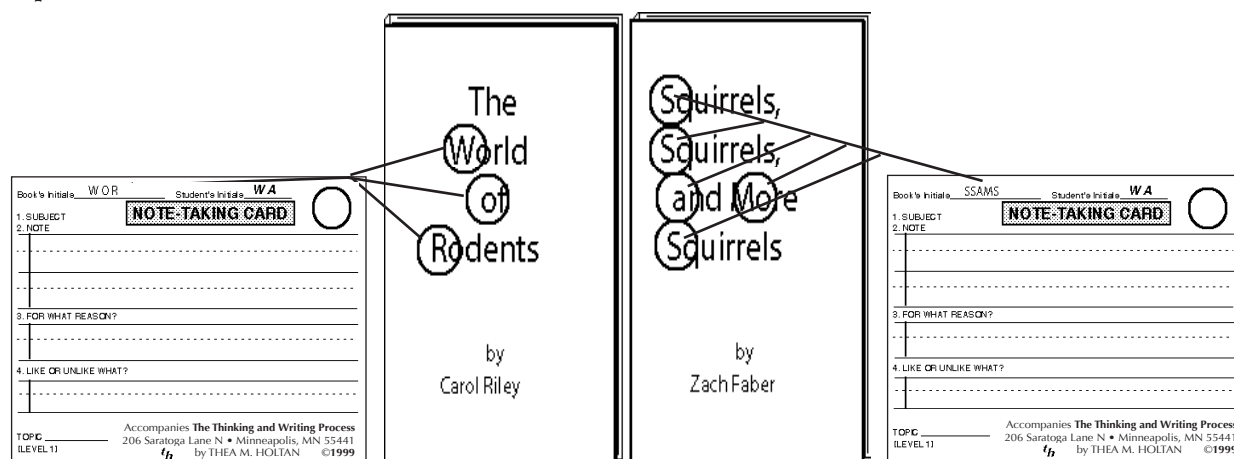
What do I know about _____?
What else do I know about _____?

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



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

I print the sources' initials on the note cards.



1. Choose a Subject.

Choose a subject that you will understand. Information can come from your memory. Information can also come from books.

You will need between fifteen and twenty ideas.

First you will take notes. Then you will think about your notes and sort them into stacks.

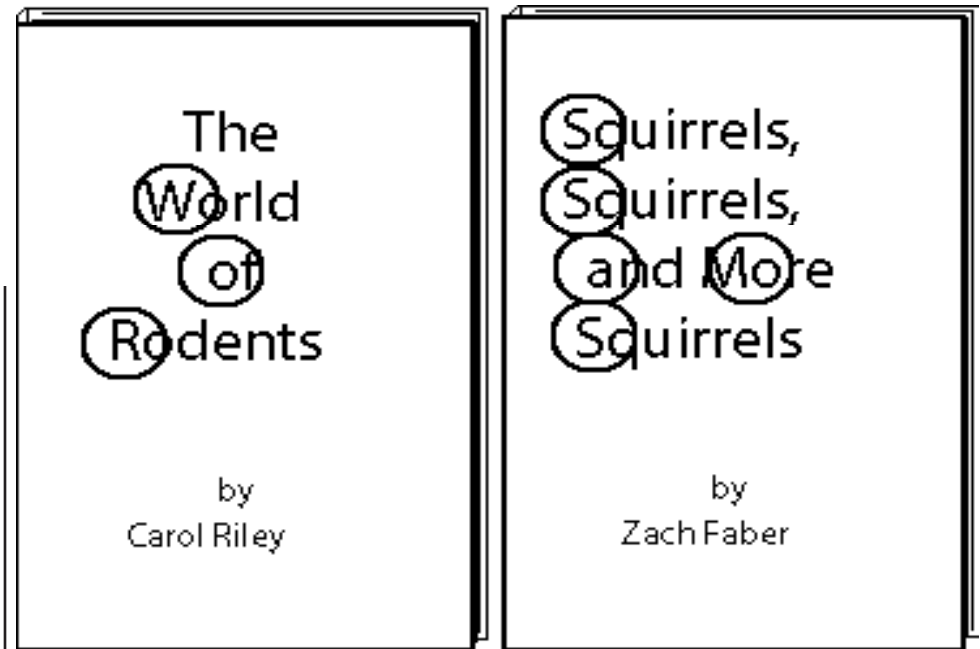
Get ready now. Predict with this question: ***What might I name stacks of notes about my subject?***

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 two sources.

You might think of information from memory. Go to Step 3 now.

You might find information in books. Find at least



Find the first letters of book titles. You will start note cards with these initials. Find the line on top of each note card. The line is called, **Book's Initials**. On this line print the first letters of the words in the title.

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

Look **words** in the titles. Point to each first letter.

Get a note card.

Write your initials on the Student line.

Write the first letters of the book title.

3. Take Notes.

(a) Get ready to take notes.

(b) Write one short note on each card.

I write only one note on each card.

What do I know about _____?

What else do I know about _____?

or

What did I read about _____?

What else did I read about _____?

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

NOTE-TAKING CARD

1. SUBJECT: white bellies

2. NOTE:

3. FOR WHAT REASON?

4. LIKE OR UNLIKE WHAT?

TOPIC: LEVEL 11

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

NOTE-TAKING CARD

1. SUBJECT: chew all the time

2. NOTE:

3. FOR WHAT REASON?

4. LIKE OR UNLIKE WHAT?

TOPIC: LEVEL 11

Accompanies The Thinking and Writing Process
Saratoga Lane N • Minneapolis

About Tree Squirrels

Squirrels do many interesting things. They climb very high in trees. They run from one branch to another. They go to their nests in the winter. Their winter nests are warm and safe from the wind. They live in summer nests too. These nests are made of loose twigs. It is cool because it lets the wind through it.

Bodies of squirrels are interesting. They have white bellies. They also have fur that is grey, red, or black. They have long fingers that help them to climb. Their finger nails help them dig into bark. Their bushy tails are important to squirrels. They use them to balance high in the trees. They also use them to keep warm or to keep cool. They have small round ears. These ears do not catch the wind up in the tree tops.

These little rodents chew all the time. They nibble on bark and twigs. They nibble on berries and mushrooms. They nibble on nuts. They take the shells off the nuts, so they even nibble on the shells.

(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 cuddle my first letters right next to the margin.

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

NOTE-TAKING CARD

1. SUBJECT: fingers long

2. NOTE:

3. FOR WHAT REASON?

4. LIKE OR UNLIKE WHAT?

TOPIC: LEVEL 11

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Level 1

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With The Thinking and Writing Process
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3. Take Notes.

(a) Get ready to take notes.

You will take between 15 and 20 notes.

- Get a stack of note cards.
- Print book initials and your initials on the lines.

(b) Write one short note on each card.

Write each idea on a new note card.

Write only the key words.

Do not write whole sentences.

Write enough to help you remember the ideas.

If the **information is in your memory**, ask yourself:
What do I know about my subject?

Ask this question many times.

Write one answer under **2. Note**.

Think of between fifteen and twenty notes.

If the **information is in books**, read a little at a time. Write only key words on note cards under **2. Note**. Do not write notes in sentences.

Book's Initials WOR Student's Initials WA

NOTE-TAKING CARD

1. SUBJECT _____

2. NOTE _____

rodent family

3. FOR WHAT REASON? _____

4. LIKE OR UNLIKE WHAT? _____

TOPIC _____ (LEVEL 1)

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Book's Initials SSAMS Student's Initials WA

NOTE-TAKING CARD

1. SUBJECT _____

2. NOTE _____

nest in hollow trees

3. FOR WHAT REASON? _____

4. LIKE OR UNLIKE WHAT? _____

TOPIC _____ (LEVEL 1)

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Print your initials on the student line. Print the book's initials on the source line. Write facts on note cards. Write key words, but not sentences. Leave your subject out of the notes [**Tree Squirrels**]. **Write only one note on each card.** Write nothing else on the card.

(c) Write only notes that you understand.

You might not understand an idea in a book. Skip it and read more ideas. If you still do not understand, find another book. If nothing makes sense to you, think of 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 your first letter next to the margin. You are writing only the key ideas. You are not writing sentences. Begin with lowercase letters.

3a. Think of Reasons.

(a) Get ready to think of reasons.

I am ready to look at my notes. — — —

(b) Read each note and answer Question 3.

When I cannot think of a reason for a note, I go on to the next note.

When I can think of a reason, I circle the 3.

(c) Choose your most important reasons. Then write them.

Then I write 2-6 reasons that I want to keep.

3a. Think of Reasons.

(a) Get ready to think of reasons.

Reasons help you understand ideas.

Stack all your notes together.

Have a pencil handy.

First you will draw little circles.

Later you will write a few reasons.

(b) Read each note and answer Question #3.

Read one note at a time.

Ask: **For what reason?**

If you can answer, draw a circle around the #3.

If you cannot answer, skip that note.

Ask for a reason on all notes.

Think of real reasons by answering with:

- reasons that make sense,
- and reasons that are true,
- are not silly.

Book's Initials SSAMS Student's Initials WA

1. SUBJECT **NOTE-TAKING CARD** nest in hollow trees

2. NOTE

3. FOR WHAT REASON? store food for winter

4. LIKE OR UNLIKE WHAT?

TOPIC LEVEL 11

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Read one note. Add the question, ... **for what reason?** If you think of a reason, circle the #3 in front of *For what reason*. Now read the next note and again ask, ...**for what reason?** If you cannot think of a reason, skip it and read and question more notes. Question all notes. Then look at the notes with a **circled #3**. Choose **between two and six** reasons. Write key words of each reason (not as a sentence) on the card under the *For what reason* question.

(c) Choose, then write your most important reasons.

Look at notes with a circled #3.

Choose the reasons that you want to keep for your sentences.

Choose between two and six reasons.

Write each reason that you chose.

Write it under **For what reason** on your note card.

Write key words to remind yourself. Do not write in sentences.

3b. Think of Likenesses 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.

When I cannot think of a likeness or a difference, I read the next note.

When I can think of a likeness or difference, I circle the 4.

- (c) Choose, then write your most important likenesses or differences.

Then I write 2-4 likenesses or differences that I want to keep.

3b. Think of Likenesses and/or Differences.

- (a) **Get ready to think of likenesses or differences.** Likenesses help compare with what you know. Differences help contrast with what you know.

Stack all your notes together.

Have a pencil handy for drawing little circles and for writing likenesses.

- (b) **Read each note and answer Question #4.**

Read one note at a time.

Ask: **Like or unlike what?**

If you can answer, draw a circle around the #4.

If you cannot answer, skip that note.

Ask for a likeness (or difference) on all notes.

Think of real likenesses and differences that:

- make sense,
- are true,

Read one note. Add the question, **...like or unlike what?** If you can think of a likeness or difference, **circle the #4**. Read the next note. Again ask, **...like or unlike what?** If you cannot think of a likeness or a difference, skip it. Question 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 sentence. Write it under the Like or Unlike question on the card.

- (c) **Choose, then write your most important likenesses or differences.**

Look at notes with a circled #4.

Choose the likenesses or differences want for your sentences.

Choose between two and four likenesses or differences.

Write each likeness or difference that you chose.

Write it under **Like or unlike what** on your note cards.

Write key words to remind yourself. Do not write in sentences.

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.

What can my subject 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 2-5 best names.

**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. squirrels

Pronoun 3. he she it they (circle one)

Action Verbs → **Changed to Nouns**

"What does sub nibble"

run

climb

jump

4. nibblers

5. runners

6. climbers

7. jumpers

Other Nouns 8. rodents

"What can subject be called?"

9. creatures

10. mammals

11. animals

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

Adjective-Noun Pairs 12. cute rascals

"How can subject be described?"

13. clever creatures

14. pesty nibblers

15. busy animals

(LEVEL 1)

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3C. Think of Words to Call Your Subject.

(a) Get ready to write on your Subject Synonyms form.

Write your subject after the #2.

Circle your choice after the #1.

Circle your choice after the #3.

(b) Think of verbs (actions) that your subject can do.

Ask: *What does my subject do?*

Write 3 or 4 actions in the box.

Write new names for your subject on the lines.

Add **er** or **ers** to each action word.

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

Find lines 8, 9, 10, and 11.

Ask: *What can my subject be called?*

Think of nouns to call your subject.

(d) Think of words to describe your subject, then copy or think of new nouns that go with these words.

Find lines 12, 13, 14, and 15.

Ask: *How can my subject be described?*

Write describers next to the numbers.

SUBJECT SYNONYMS		Student <u>Will B. Able</u>
		Teacher <u>Miss Tee</u>
		Room <u>111</u> Date <u>April 1</u>
Write words that can take the place of your subject. You will use some of these words as you write your document or give your speech. Write at least five words. Then circle about three words that you plan to use. Later, when you use circled words in sentences, make a check mark on their numbers.		
Number 1.	singular or plural (circle one)	
Subject 2.	<u>squirrels</u>	
Pronoun 3.	he she it they (circle one)	
<div> <div> Action Verbs What does subject do? nibblers runners climbers jumpers </div> <div> Changed to Nouns 4. nibblers 5. runners 6. climbers 7. jumpers </div> </div>		
List action verbs in this area.		
<div> Other Nouns 8. What can subject be called? 9. rodents 10. creatures 11. mammals 12. animals </div>		
<div> Adjective-Noun Pairs 12. How can subject be described? 13. cute rascals 14. clever creatures 15. lively jumpers 16. busy animals </div>		

[LEVEL 1]

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Write on **lines 1-3**. Ask, *What does my subject do?* Write answers in the box named **Action Verbs**. Add **er** or **ers** to them. Write these nouns on **lines 4-7**.

Now ask, *What can my subject be called?* Write your answers on **lines 10-14**.

To complete **lines 12-15** ask, *How can my subject be described?* Write answers on **lines 12-15**.

Write **noun names next to the describers**. Find them on **lines 4-11**.

Choose names to write in your paper. **Circle** the numbers of **between two and five subject synonym names** for your sentences.

(e) Choose your best subject synonyms.

Look at your whole list of synonyms.

Choose the best names for your subject.

Circle the numbers of between two and five synonyms.

You will use these in your sentences in Step 7.

4. Sort the Notes.

(a) Sort your notes into 3-6 stacks.

I put my notes in 3, 4, 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.

Now my confusing note might belong in one of my stacks.

4. Sort the Notes.

(a) Sort your notes into 3-6 stacks.

Predict names for your note stacks.
Write them on a list.

Set all your notes in one stack.

Read the first note. Read names on your list.
Choose a name and write it on the Topic line.
Read and name all notes on the Topic lines.

Sort the Topic names to make stacks.

(b) Put confusing notes aside for awhile.

You will read notes that you cannot name.
Put them in a stack by themselves.
Later try to name them.

(c) Label the Topic line in the lower-left corner of each note card.

All cards should have a name.
Print a name on each Topic line.

The image displays four sample note-taking cards. Each card has a header with 'Book's Initials' and 'Student's Initials', followed by a 'NOTE-TAKING CARD' label and a circle. The cards are organized into two columns and two rows. The top-left card has 'WOR' and 'WA' initials, with 'eat mushrooms and fruits' as the subject and 'food' as the topic. The top-right card has 'WOR' and 'WA' initials, with 'eat berries, nuts, corn, and seeds' as the subject and 'food' as the topic. The bottom-left card has 'SSAMS' and 'WA' initials, with 'fingers long' as the subject and 'body' as the topic. The bottom-right card has 'WOR' and 'WA' initials, with 'long furry tail' as the subject and 'body' as the topic. Each card also includes fields for 'FOR WHAT REASON?' and 'LIKE OR UNLIKE WHAT?'. At the bottom of each card, it says 'Accompanies The Thinking and Writing Process 206 Saratoga Lane N • Minneapolis, MN 55441 by THEA M. HOLTAN ©1999'.

Predict names that you might have on stacks of notes. Write them in a list.
Read your first note. Write a name on the Topic line. Read the other notes
and write names on them. Make stacks with your named notes. You may
have **between three and six stacks**. Put confusing notes aside at first. After
you have named all of your stacks, name the confusing notes. If a note is
still confusing, you can use it to start a new stack, or you can throw it away.

(d) Put your confusing notes into named stacks.

Read confusing notes. Read the names on the stacks.

Decide if confusing notes can fit into your stacks.

If so, write the name on the Topic line and put it on the stack.

If not, you might decide to put a note into the waste basket.

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.

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

NOTE-TAKING CARD

1. SUBJECT: grey, red, and black

2. NOTE:

3. FOR WHAT REASON? blend with bark

4. LIKE OR UNLIKE WHAT?

TOPIC: body (LEVEL 1)

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

I want my Topics in this order.

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

NOTE-TAKING CARD

1. SUBJECT: nest in hollow trees

2. NOTE:

3. FOR WHAT REASON? store food for winter

4. LIKE OR UNLIKE WHAT?

TOPIC: homes (LEVEL 1)

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

NOTE-TAKING CARD

1. SUBJECT: eat berries, nuts, corn, and seeds

2. NOTE:

3. FOR WHAT REASON? unlike meat eaters

4. LIKE OR UNLIKE WHAT?

TOPIC: food (LEVEL 1)

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

I write my Topic names on my Outline.

Student: Will B. Able

Teacher: Miss Tee

Room: 111 Date: April 1

TOPIC OUTLINE

Title: Meet Our Tree Squirrels

Subject: Tree Squirrels

TOPIC I. **Body**

1. Topic Sentence

NOTE #s

TOPIC II. **Homes**

II. Topic Sentence

NOTE #s

TOPIC III. **Food**

III. Topic Sentence

NOTE #s

TOPIC IV. _____

IV. Topic Sentence

NOTE #s

TOPIC V. _____

V. Topic Sentence

NOTE #s

[LEVEL]

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5. Outline the Notes.

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

Write a title on the title line.

Write your subject on the subject line.

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

All notes with names should be in stacks.

Read the names of the stacks.

Decide which stack will be first.

Make a long line of your stacks.

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

Copy stack Topics on the Topic Outline.

Write stack names in a sensible order.

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	1- NOTE #s	I. Topic Sentence
TOPIC II.	Homes	- NOTE #s	II. Topic Sentence
TOPIC III.	Food	- NOTE #s	III. Topic Sentence
TOPIC IV.		- NOTE #s	IV. Topic Sentence
TOPIC V.		- NOTE #s	V. Topic Sentence

[LEVEL 2]

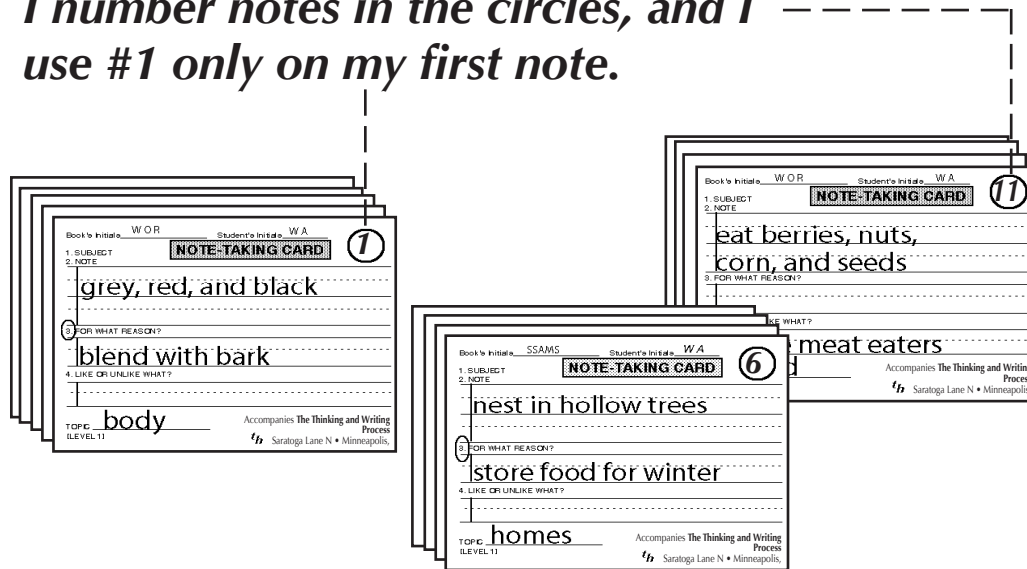
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Write on the blanks at the top of the **Topic Outline** form. Write your title and subject on the lines. **Arrange your note stacks in an order that will make sense.** Copy the Topic names from your note stacks to the Topic lines on the Outline form.

6. Number Notes Sensibly.

I read my notes and put them in order.

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



I print the numbers in each Topic box.

TOPIC OUTLINE		Student <u>Will B. Able</u>
Title <u>Meet Our Tree Squirrels</u>		Teacher <u>Miss Tee</u>
Subject <u>Tree Squirrels</u>		Room <u>111</u> Date <u>April 1</u>
TOPIC I. Body	I. Topic Sentence	1-5 NOTE #s
TOPIC II. Homes	II. Topic Sentence	6-10 NOTE #s
TOPIC III. Food	III. Topic Sentence	11-14 NOTE #s
TOPIC IV.	IV. Topic Sentence	NOTE #s
TOPIC V.	V. Topic Sentence	NOTE #s

[LEVEL 2]

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6. Number the Notes Sensibly.

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

Read the **Topic I** notes.

Choose the first note. Print a **#1** in the circle.

Turn it face down.

Choose the second note. Print a **#2** in the circle.

Turn it face down, too.

Number all notes in the circle.

Turn them face down.

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

Start with the next number.

Read the Topic II notes. Number them.

Turn the Topic stack face down.

Crisscross all the stacks on each other.

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

Find the round-cornered boxes on the Topic Outline.

Print the numbers of notes for each Topic.

1 - 4

NOTE #'s

5 -

NOTE #'s

Start with **#1**.
Find the **small boxes** on your Topic Outline.
Write note numbers in them.

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

NOTE-TAKING CARD ④

1. SUBJECT
2. NOTE
sharp nails

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

NOTE-TAKING CARD ③

1. SUBJECT
2. NOTE
dig for
fingers long

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

NOTE-TAKING CARD ②

1. SUBJECT
2. NOTE
grey, red, and black

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

NOTE-TAKING CARD ①

1. SUBJECT
2. NOTE
white bellies

body

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Read and number notes in the **circles**. Number notes in an order that makes sense to you. Use **#1 only once**. Turn the first Topic stack face down. Number the other Topic stacks of notes. Turn them face down on the first Topic stack. Crisscross the stacks face down.

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

7. Write Your Document.

- (a) **On your first page center your title; then skip a line and indent.**

Lay a ruler on the left and draw a margin.

Print the title in the center of the top line.

On page #1 print no page number.

- (b) **Indent, write your first sentence, and write its paragraph.**

Skip a line under the title.

Lay two fingers next to the margin.

Mark a tiny X for where you will indent.

Set your Topic I stack of notes near you.

Read the #1 note.

Think of a sentence with **1. subject** and **2. note**.

Indent and write your sentence.

Start with a capital letter.

End the sentence with a period.

Write sentences the subject, note, and any other parts on your card.

Use your own words to join:

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

berries, nuts, corn, and seeds. They also eat mushrooms and fruits.

Busy Tree Squirrels

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

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

Tree squirrels chew a lot. Squirrels eat

Print and center the title on the top line. Skip a line. Indent and write the first note in a sentence. Write sentences for *Topic I* in the order of their notes. Write the sentence with the subject and the note. Add reasons and likenesses. Use your synonyms. On a new line start a new paragraph for each Topic and indent the first word.

- (c) **Start the next sentence after the period.**

Lay your finger after the period for a space.

Start the next sentence after your finger.

You will run out of room on the line.

On the next line snuggle the first letter against the margin.

- (d) **Write your Topic II notes in the next paragraph.**

After writing all notes for Topic I, start a new line.

Indent with two fingers and print sentences for Topic II.

Write the sentences in the order of your note numbers.

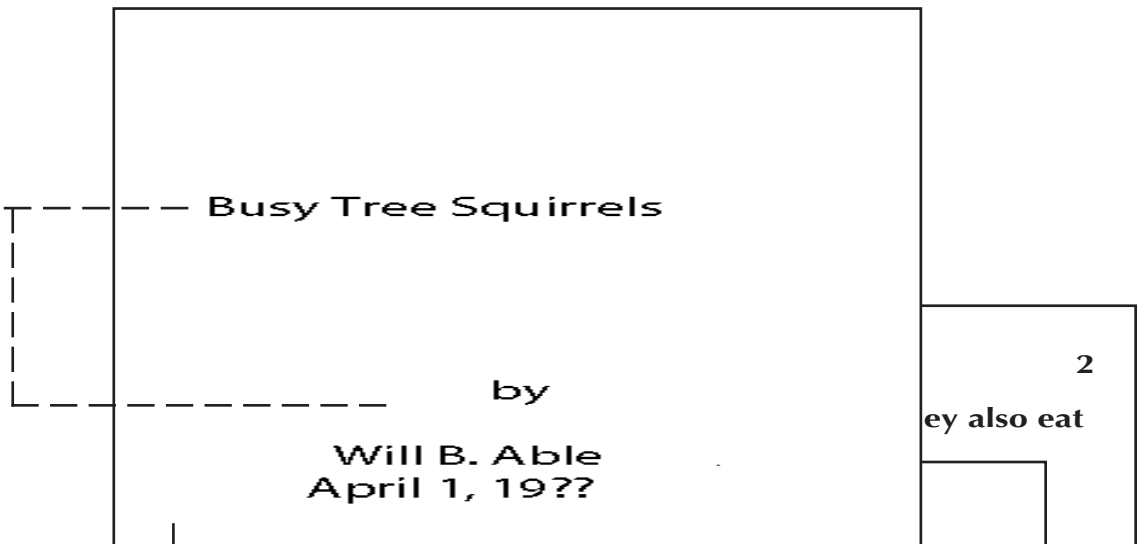
8. Put the Parts of Your Document Together.

(a) Get ready to prepare all the parts of your document.

I have a pencil. I have a clean paper for a title page.

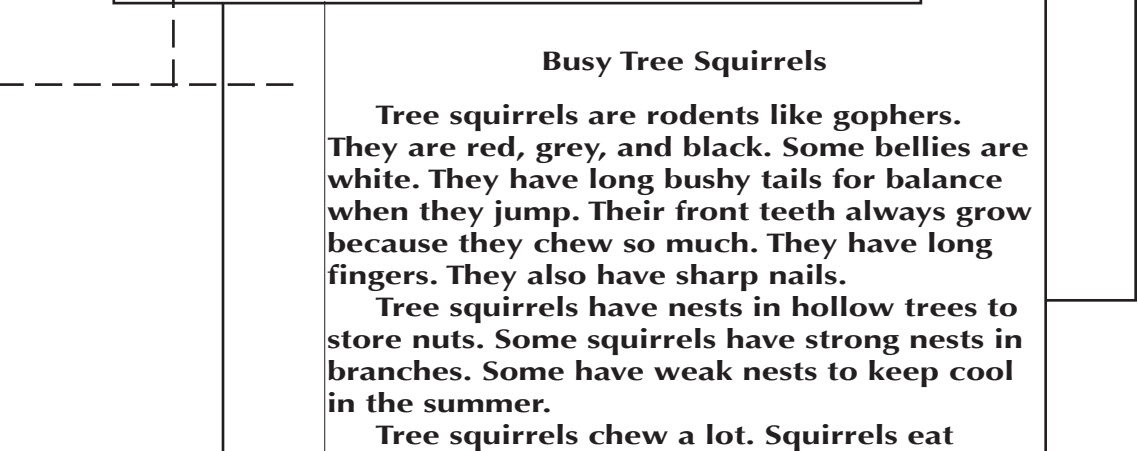
(b) Make a title page.

I make a title page with the title in the middle. I write information at the bottom.



(c) Put the two parts together.

*I put my title page on top.
I put my paper under my title page.*



8. Put the Parts of Your Document Together.

a) Get ready to prepare all the parts of your document.

You will have two parts to your paper:

- title page
- written document.

(b) Make a title page.

Get a **Title Page Tracing Template**.

Slide it under your paper.

Write over the places that show.

(c) Put the two parts together.

Arrange the two parts in this order:

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

Stack the papers with even edges.

Staple them together in the top-left corner.

Your writing is ready for **revising**, **editing**, and **publishing** in Step 9.

Document

2

berries, nuts, corn, and seeds. They also eat mushrooms and fruits.

Busy Tree Squirrels

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

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

Tree squirrels chew a lot. Squirrels eat

Title Page

Busy Tree Squirrels

by

Will B. Able
April 1, 19??

Arrange both of the parts of your document:

- title page
- pages of writing.

Make a title page for your document.

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 t h e y, or he is ha.

Hear with your ear.

Busy Tree Squirrels

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

Busy Tree Squirrels

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

Busy Tree Squirrels

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

9. Finalize Your Document.

(a) Try to find your own mistakes.

Lay a clean sheet of paper on your writing.
Cover all but the first sentence.
Read the first sentence slowly.
Point to each word with your finger.
Whisper the words with your lips.

Read one sentence at a time and ask:

1. Did I **start this sentence** with a capital letter?
2. Which **end mark** did I use?
3. Which **spellings** make me feel uneasy?

- Change capital letters.
- Add end marks.
- Lightly circle words for **spelling**.

Make needed changes.

Use a dictionary or ask a teacher to help you fix your **spellings**.

Ask a careful reader to read your paper.

Ask the reader to make light pencil marks.

Then ask the reader to explain each mark.

?

Busy Tree Squirrels

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

Let only one whole sentence show at a time. Read each word slowly with your lips. Stop after each sentence and ask yourself the six questions. Lightly mark problems. Lightly write a ? in the margin if you feel confused. **Circle spelling words that make you feel unsure.**

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

Find two spelling problems.

Think of a riddle to help spell them.

Write them on the **Checklist** list.

(c) Stack your final document.

Stack your paper with your title page on the top.

Stack the pages. Staple them in the top left corner.

Congratulations! You have published your document!

