

Teaching Students How to Outline and Write Summaries from Outline

based on Webster's Blended Structure and Style in Composition

Unit I - Notemaking

1. Paragraph on overhead or chalkboard
2. Class reads & discusses.
3. Teacher prints on board as class chooses key words from each sentence [max . of 3 per sentence] Roman numerals for first sentence (topic), Arabic for details.
4. Remove par. from view.
5. Class retells par. orally, looking at outline.
6. Students copy outline.

Materials - can be any content but Nip and Tip stories are good for easy reading. There are 60 short Nip stories. Tip stories are in Webster's book,

<p>Sample Nip story</p> <p style="text-align: center;">Nip</p> <p>Nip is a baby bear. Nip lives with Ann. Ann plays train. Nip plays train with Ann.</p>	<p>Possible Class Outline</p> <p style="text-align: center;">Nip by Our Class</p> <p>I baby bear</p> <ol style="list-style-type: none"> 1. lives 2. Ann plays 3. Nip with
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<p>Tip</p> <p>Tip is a baby. He is a monkey Tip lives with Jack. Tip plays all day. He sits in a tree. He throws a ball.</p>	<p style="text-align: center;">The Contest (A Tip Story)</p> <p>Fluffy looked arrogant this morning. Her tail was riding high. "Nice Fluffy", called Jack as he poured her milk. Tip bounded. With one swipe he upset the milk. "That should show nice Fluffy who is boss". Fluffy arched and hissed. She struck out and caught Tip on the nose.</p>
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The following is a 3 par. Tip story, [Aday As A Youth] from Webster's text .

<p>Aday As A Youth</p> <p>Aday grew up. He became strong and powerful. With his arms and tail he could swing through the trees. Aday became heavier so that when he dropped on you from his tree, he gave you quite a jolt. He never stopped moving. The more he ate, the faster and more agile he became. When full grown he could reach your waist, standing on his hind legs.</p> <p>He got his name because he knocked everything over. He tipped over pails and bottles. He loved a mess. Within an hour he could make a room look like a teenage bedroom. He once broke a glass and was spanked for it. As he grew up, his name "Tip" was changed to "Aday".</p> <p>Aday ate everything except meat. He loved eggs and cheese, milk and nuts. He liked his food best when he had stolen it. He ate bananas. He even liked dill pickles. He was a strict vegetarian. As a youth, Aday was a rascal.</p>
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<p><u>Teaching Sequence</u></p> <ol style="list-style-type: none"> 1. Teach class to make outline from one paragraph. 2. Repeat 3 or 4 times until top students (birdies) are ready to do a few outlines independent of the teacher. They work alone or in group. Teacher works with class. 3. Bring whole class together. Teach class to write up summary from outline. 4. Repeat a few summary lessons and then filter some students to independence. 5. Teach class how to outline multiparagraph selections. [Use I II III] 6. Teach class to make a limited outline of long par. [omit some details] 	<p>[abbreviated outline]</p> <p style="text-align: center;">Aday as a Youth by Our Class</p> <p>I grew up</p> <table style="width: 100%;"> <tr> <td>1. strong</td> <td>3. ate, faster, agile</td> </tr> <tr> <td>2. swing in trees</td> <td>4. tall as waist</td> </tr> </table> <p>II knocked everything over</p> <table style="width: 100%;"> <tr> <td>1. tipped pails</td> <td>3. teenage bedroom</td> </tr> <tr> <td>2, mess</td> <td>4. name changed</td> </tr> </table> <p>III ate everything</p> <table style="width: 100%;"> <tr> <td>1. eggs, milk, nuts</td> <td>3. strict vegetarian</td> </tr> <tr> <td>2. stolen food</td> <td>4. rascal</td> </tr> </table>	1. strong	3. ate, faster, agile	2. swing in trees	4. tall as waist	1. tipped pails	3. teenage bedroom	2, mess	4. name changed	1. eggs, milk, nuts	3. strict vegetarian	2. stolen food	4. rascal
1. strong	3. ate, faster, agile												
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Dress-up & Starter (Sentence openers) List

Blended Structure & Style in Composition - J.B. Webster

Blended Sound-Sight Program of Learning A. Ingham

Dress-up

1. who/which

Example

Ted, who is athletic, ran to the field which is far away.

2. "ly"

Ted ran quickly.

3. because

Ted stopped because he was tired.

4. strong verb

Ted sprinted across the field.

5. quality adjective
(describing word)

Ted wore his colourful uniform.

6. clausal (when, while,
since, as, if, although)

Bill watched while Ted ran.

Sentence Starter

1. Subject

Example

Ted ran across the field.

2. Prepositional

In haste, Ted ran.

3. "ly" adverb

Quickly, Ted ran.

4. "ing"

Breathing heavily, Ted ran.

5. Clausal -when, while,
since, as, if, although

While Ted ran, Bill watched.

6. vss -very short
sentence

Ted ran.

Decorations [for advanced students or for Grade 3 and up]

1. question

4. dramatic opening-closing

2. conversation

5. simile-metaphor

3. 3 sss (short staccato
sentences

6. alliteration

Triple Extensions (advanced)

1. word repetition

4. repeating "ly"s

2. phrase & clause
repetition

5. repeating adj-nouns

3. repeating "ing"s

6. repeating verbs

WRITING IN THE CONTENT AREAS [SOCIAL STUDIES]

May, 1997 - The grade 1-2 class composed a lengthy outline to list things for which they wished to thank the volunteers [community helpers]. Each child then chose the points to include in an abbreviated outline and wrote up the paragraph independently. These 4 samples show a variety of writing development. The outlines are at the top of the page, followed by the paragraphs. Errors in spelling or other mechanics are indicated in []. One of each dress-up included in the paragraph is underlined. Openers are numbered at the end of the paragraph.

Volunteers by Lauren (gr. 2)	Volunteers by Adorna (gr 2)	Volunteers by Emily (gr 2)	Volunteers by Joey (gr 1)
I appreciate volunteers	1. appreciate volunteers	1. appreciate volunteers	I appreciate volunteers
1. art, crafts	1. read stories	1. discovery	1. spelling bee
2. field trips	2. spelling books	2. field trips	2. math corrections
3. published books	3. spelling bee	3. food, plan parties	3. field trips
4. read stories	4. put up displays	4. published books	4. discovery
Clincher: thank volunteers	Clincher: thank volunteers	Clincher; thank volunteers	Clincher: thank volunteers

Lauren (grade 2)

We always appreciate the incredible work which the kind volunteers do. Whenever our class do art or crafts, the volunteers come to help us. During school, they occasionally go with us on delightful field trips because we behave extremely well. Happily, they help us make our interesting published books which have describing words in them. Laughing and giggling, my mom, who is a volunteer, reads us hilarious stories while Mrs. George helps other kids. We are really thankful to the volunteers who work very hard. [1-5-2-3-4-1]

Adorna (grade 2)

We appreciate volunteers who help us. While Mrs. George was marking books, volunteers came to read stories. Lauren's mom came to make the spelling books for us. Zachary's mom made the spelling bee. The people came to put up displays for us. We are thankful. [1-5-1-1-1-1]

Emily (grade 2)

Although it is almost the end of the year, we still appreciate the wonderful work which the patient volunteers have done. Willingly, they happily help us with our hard discovery words. When we go on field trips, they come with us because we need their help. At Easter and Christmas, the volunteers who share their time with us, make food and plan parties. Sewing and helping, the volunteers prepare covers for our published books while we draw pictures. We are very thankful for all the marvellous work which the volunteers do. [5-3-5-2-4-1]

Joey (grade 1)

We appreciate volunteers who make math [boards]. Zachary's mom made the spelling bee which is big. Some of the volunteers helped do math corrections. They [all so] go on field trips with us who are nice. My mom helped with discovery. We thank volunteers. [1-1-1-1-1-1]



Frogs
by

Lyndsay (grade 3)

I. appearance

1. thin, moist, breathe
 2. bulgy, opposite
 3. eyelid, bottom, clear
 4. strong legs, twenty times
- Clincher appearance

You would be very lucky to see the appearance of a frog because they are hard to find. When a frog is alive [,] it has this moist skin which he/she breathes through. [Warily] a frog will keep his bulging eyes open looking for [enimies] like the [Hearon]. A frog's eyes are on opposite sides so that he can see an [enimy.] Swimming[,I while cautiously looking [,] a frog has two eyelids, one on the bottom and one on the top. The bottom eyelid is used to see under the water without getting water in his eye. All of a sudden a frog could jump twenty times [its'] length or dive deep into the water since it has long strong hind legs. Sometimes a frog as small as a cm can be very interesting. Frogs have a weird appearance.

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Frogs
by

Lauren (grade 3)

II diet, eat

1. no need drink
 2. never chew gulp
 3. sticky tongue insects
 4. eyeballs sockets swallow
- Clincher diet, eat

Although frogs have a disgusting diet, they eat in an interesting way. Swimming, diving and jumping, frogs do not need to drink because they get moisture from their skin. They never chew but they greedily gulp down their [pray] which can be big or small. As quick as a wink, the frog sticks out its sticky slimy tongue to catch ugly insects like [flys]. Hungrily, he catches a larger [pray] and pulls his eyeballs into his sockets to help shove the meal down his tiny throat. Without a [dought], the eating habits of frogs are weird.



Frogs
by

Emily (grade 3)

III hibernate

1. cold blooded
 2. too die
 3. fall burrow mud
 4. summer rain
 5. slows no eat
- Clincher hibernate

Frogs hibernate at different times of the [season] according to the [climit]. Since frogs are cold-blooded [creachers], their blood is the same temperature as the air. [Natureally], if frogs get too hot or cold, they will die. Trying to get away from the cold, frogs carefully burrow into wet, soggy mud when fall comes and they sleep there all winter. In a warm [climit] the summer sun is too hot so the frogs burrow down and wait for the rain to come. When the frogs hibernate, their hearts slow down which can be scary for us and they do not eat or move a [musul] until they wake up. The way frogs hibernate is interesting.

Writing-related Tasks for Grades 1 - 3 & Foundation Reminders for Grades 4-6
The Blended Sound-Sight Program of Learning by A.G. Ingham
 and
Structure and Style in Writing by J.B. Webster

1.	Printing/writing [penmanship]	Teach or review formation of letters, spacing Encourage good penmanship.
2.	Sentences	Teach or review structure of a sentence, children copy sentences and then compose their own. Grade one - begin by using common vocabulary which they can spell.
3.	Stress punctuation	Introduce or review use of punctuation marks, especially period & comma. Teach children to monitor their work - Capital - spacing - period - Does it make sense?
4.	Practice	Allow daily practice time for sentence composition.
5.	Poetry	In addition to poetry appreciation & study, students write poems by memory as they are able [only a few students at first]
6.	Oral storytelling	By using a series of four pictures, give children opportunity to retell the story, following the Ingham Sequence chart (<u>Who</u> is in the story, <u>where</u> are they and <u>what</u> are they doing? <u>What</u> do they do or say? <u>What</u> is the <u>problem</u> or <u>surprise</u> ? <u>How</u> is the problem solved or the surprise revealed? End your story with a clincher .) Grade one children retell 25-30 stories before they attempt to write the story.
7.	Storywriting	Using a series of 4 pictures, children retell story & write it. A few words can be put on board for guidance. If gr 2-3 have done formal outline, they can compose outline for paragraphs
8.	Add style Substitute better words for "said".	Children become aware of dress up & openers. They can make lists. Grade one does not need to categorize openers. Make lists of better words for "said". Ban the use of "said".
9.	Formal outlining	In the spring of grade one or the fall of grade 2 & 3, teach the basics of outlining. Use a simple paragraph to begin with (e.g. Nip stories or science paragraphs) Children outline, retell story, using outline, copy outline into books.
10.	Writing Summaries	Children write summary, using the outline. As soon as possible, transfer to the content subjects. Create class outlines for events such as Track Meets.
11.	Add style	Begin to introduce style in more formal manner - one at a time, expecting children to keep accumulating. Refer to Dress-Up chart.
12.	Keep using style in all writing	Remind children to use dress-up and openers in all writing - journals, letters, reports, invitations, stories etc.

Sample of grade 3 narrative story written from outline [Blended Structure & Style -Webster]
Basic 6 pt. dress-up is underlined [one per par.] Note variety of openers in each par.
January, 1998

Class-generated outline (tutoring club)

The Lion and the Mouse

by
Our Class

Senior Sequence Chart Model

(based on Ingham chart)

I WHO/WHEN/WHERE?

Who was in the story?

When did it happen?

Where did it happen?

[Character, Setting]

I lion lair

1. prairie, grass
2. arrogant
3. mouse, skip
4. smelled

II WHAT and PROBLEM

What did they do, say, think,
want, need?

[Plot, Conflict]

II mouse, nose

1. lion seized
2. prayed not
3. someday favor
4. amused, let go

III CLIMAX/SOLVE PROBLEM

What was the problem & how
was it solved?

[Climax]

III lion net

1. struggled, roared, help
 2. mouse heard, scampered
 3. gnawed, freed
 4. thank you, told repay
- Moral = small help bigger

Small and Weak Helps Big and Boastful

by
Emily

One sunny day an arrogant lion who was also lazy, was sleeping in the tall savannah grass. Being King of the beasts, he was so arrogant that sometimes he wouldn't look where he was going. There was a tiny white mouse who also lived here. Although she was timid and talented, she was also very brave. Cautiously, she smelled different things because she liked to learn.

Unfortunately the mouse tripped over the lion's claws while she was sniffing with her nose in the air and her eyes closed. She accidentally fell onto his paw and woke him. As soon as he woke, he seized her. Crying, she screamed, "Please do not eat me. If you let me go, I will repay you." The sleepy lion was amused. When the lion let the mouse go, the mouse gratefully thanked the lion.

A few days later the lion got trapped in a net. Struggling, the lion roared for help. While the lion was roaring, the mouse heard him and immediately scampered to rescue him. Quickly, the mouse gnawed on the ropes and set him free. The lion thanked the mouse who said, "I told you I would repay you." The moral of the story is: even if you are small and weak like the mouse, you can still help someone who is strong and boastful like the lion.

Jan, 1999, C14

Structure & Style Emily's narrative story - grade 3 sample from outline