

## Units 1 and 2 Key-Word Outlines and Summaries

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In Units 1 and 2, Mr. Pudewa teaches the students to take key words from an outline and turn them back into a paragraph. This is the foundation for all other writing and is described in *Teaching Writing: Structure and Style* on disc one. Below are some commonly asked questions about this process.

### **Some of the source sentences are really long. How can we choose only three words?**

When the sentences are very long, you can divide the sentence into two and choose details on facts, not sentences. Your student will do this in unit 4, so you can give them that little trick now.

### **My student struggles to choose key words that make sense.**

Choosing key words that make sense is a process that may take students a long time. They learn it best through modeling. Assist your student as much as necessary in the outline process. Teach him useful symbols that will work for some paragraphs (such as the symbol for male, female, more than, less than, etc.) so they can develop a working list over time.

If your student is completely stumped, you can read the sentence aloud and emphasize the key words you would choose. For instance, in a paragraph on tarantulas you can read, "Sitting by the ENTRANCE at NIGHT, they wait for INSECTS and other small animals to wander too close."

### **My student is struggling to turn the key words back into a sentence.**

This usually happens when the student doesn't understand the original paragraph fully. Writing really proves how much a student knows about a subject. Since some of the reinforcement paragraphs in the SWI might be on something your student may not have studied, you might need to talk about it a bit. On the animals, look them up on the Internet or in an encyclopedia. Read a little about them. Talk about the paragraph. What are the creatures like? Has the student encountered them before in his reading? Once your student has a thorough understanding of the topic, then the creation of the paragraph from the outline will be much easier.

Another thing that can be very helpful is to tell back the paragraph from the outline before attempting to write. This can "test" the outline to be sure that the key words are appropriate. It will also alert you to areas of the paragraph where the student might need more information.

### **My student's sentence is almost identical to the original. Is this okay?**

This is very common and is nothing to worry about. Some children have photographic memories and can remember the original paragraph very well. Putting some time (a day or so) between the creation of the outline and the writing of the paragraph will help. If your student is still recreating the paragraph almost word for word, do not worry. By adding the dress-ups, this will decrease, and when you get to the other units it won't be a problem at all. Be thankful that your student has such a good memory!

### **My student struggles with dysgraphia. How can I help him?**

As Mr. Pudewa explains on the TWSS, keep spelling and handwriting lessons separate from composition. If your student struggles with dysgraphia, it can help if you scribe for the student. He can then take what you wrote and use it for handwriting practice. This can be a boon for students with dyslexia. A teacher can read the source, write down the key words, read the key words back, and write the paragraph as the student orates. Teaching a student to type can also help immensely with his ability to write.

### **Difficulty with spelling is limiting my son's writing. What can I do?**

Again, keep spelling separate from writing. Be your child's human dictionary. If he needs help with every word, scribe for him and let him rewrite the thing as handwriting practice. When working on spelling, choose an Orton-Gillingham based spelling program. If your student is older (4<sup>th</sup> or 5<sup>th</sup> grade on up) and has a fairly good grasp of phonics, our Phonetic Zoo program will be very helpful. If your student is

younger or does not have a good grasp of phonics, *All About Spelling* ([allaboutspelling.com/iew](http://allaboutspelling.com/iew)) will provide an excellent foundation.

### **I would like to use paragraphs from my student's studies for reinforcement. Where can I find paragraphs?**

Any paragraph will do as long as it is at or below your child's reading level. Sections of a textbook, encyclopedia article, and Usborne book blurbs are all excellent choices. However, don't let the finding of the "perfect" paragraph hinder you. Sometimes it is more important just to get something written rather than wait to find something that matches what you are studying. It will be easier to match when you are in the upper units and writing from library books and from your student's brain, so keep moving on with anything now, and it will match better later.

### **I need help coming up with ideas for the who/which clauses and other dress-ups.**

Below are sample outlines and ideas for who/which and other required dress-ups for the first few lessons.

#### **Desert Tarantula**

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##### **Possible Outline:**

1. largest, spiders, world
2. movies, ☹ dangerous, humans
3. live, underground, burrows
4. entrance, night, insects
5. mating season, (symbol for male), search (symbol for female)
6. (symbol for male) 10-11 yrs, die > mating
7. (symbol for female) 25+ yrs
8. mate, lay, several x

##### **Who/which clause ideas:**

- Desert tarantulas, which are the largest spiders in the world, are often shown to be dangerous in movies.
- The tarantulas, which live underground, sit at their entrance at night....
- The males, which only live for 10-11 years, die after mating.
- Female tarantulas, which live for over twenty-five years, mate and lay eggs several times during their lifetime.

#### **Pillbug**

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##### **Possible Outline:**

1. common, backyard, inhabitants
2. disturbed, roll, pill
3. sowbug, close, relative
4. flatter, ☹ roll up
5. crustaceans, crabs, lobsters
6. breathe, gills, ☹ lungs
7. underside, moist, damp places (I allowed 4 since this is so long! You can also split this sentence into two: before and after the em dash.)

##### **Who/which clause ideas:**

- Pillbugs, which are common backyard inhabitants, roll into a ball when disturbed OR
- Pillbugs, which roll into a ball when disturbed, are common backyard inhabitants.
- The sowbug, which is a close relative to the pillbug, is flatter and does not roll up.
- Pillbugs, which are crustaceans, breathe through gills.
- Pillbugs, which breathe through gills, live in damp, moist places.

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## Starfish

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### Possible Outline:

1. live, all, oceans
2. over 2,000 kinds
3. eat, oysters, clams
4. most 5 arms, some, 10, 20, 40
5. lose, arm, grow
6. important organs → arm
7. ☉ fish, call, Sea Star

### Who/which clause ideas

- Starfish, which live in all the world's oceans, come in over 2000 species.
- Starfish, which eat oysters and clams, have five arms.
- Starfish, which is not a fish, is sometimes called a sea star.

## Oysters

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### Possible Outline:

1. bivalves, marine, animals
2. 2 shells, top, bottom
3. oysters, most valuable
4. shallow, warmer, oceans
5. (symbol for female) 5,000,000-50,000,000 eggs/yr, few mature
6. shell, 1-day, fertilized
7. swim, soon, hatching
8. attach, rock, live
9. adults, usually 2–10" long

### Who/Which clause ideas:

- Oysters, which have two shells, are marine animals.
- Oysters, which are the most valuable of the bivalves, live in shallow, warm oceans.
- Oyster babies, which can swim soon after hatching, will attach to a rock and stay there for the rest of their lives.

## Pearls

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### Possible Outline:

1. food, production, pearls
2. sand, parasite, mantle
3. irritation
4. secretes "mother-of-pearl-forming" substance
5. time, layers, P formed
6. Japanese, encourage, artificially
7. 3-4 years, pearl, form

### Who/Which clause ideas:

- Oysters, which are useful for food, also make pearls.
- Pearls, which take three to four years to form, can be made artificially.
- The oyster secretes mother-of-pearl forming substance which stops the irritation.

(continued)

## Cocks and the Eagle

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1. 2 cocks, same farmyard
2. hated, terrible fight
3. after, crawled, hide
4. winner, top, crowed
5. Eagle, circling overhead
6. boasting rooster, swooped
7. rival, saw, master

### Possible who/which clauses

- Two cocks, who hated each other, lived in the same farmyard.
- The eagle, who was circling overhead, spied the boasting rooster.

**-ly ideas** (look for verb or adjectives and put an -ly in front of them)

\_\_\_\_\_ hated                  \_\_\_\_\_ crowed  
\_\_\_\_\_ crawled                \_\_\_\_\_ circling

## Donkey and His Driver

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1. driven, down, mountainside
2. see stall, shortcut
3. quickest ↓, over edge
4. before leap, caught
5. stubborn, ⊙ give up
6. go, silly, see
7. foolish, fell, ↓ mountainside

### Possible who/which clauses

- The donkey, who saw his stall, decided to take a shortcut.
- The donkey, who was foolish, decided to take a shortcut.
- The donkey, who wished he was home in his warm stall, decided to take a shortcut.
- The man, who realized his donkey would not give up, decided to let him go.
- The man, who could not hold his donkey back, let go.

**-ly ideas** (look for verb or adjectives and put an -ly in front of them)

\_\_\_\_\_ caught                \_\_\_\_\_ silly

### Strong verb ideas

Choose another word for “see” (the donkey could see the stall)

You could also make “fell” stronger (tumbled, crashed)

## Peter the Great

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1. 18<sup>th</sup> century, Russia, largest
2. spread Europe → Pacific
3. wonderful, things, happening
4. scientists, explorers, painters
5. Russians ⊙ want change
6. Peter Alexeevich, tsar
7. 1672, decided, needed, change
8. Europe, learned, great Δ
9. 1 reason, “Peter the Great”

### Possible who/which clauses

- In the 18<sup>th</sup> century Russia, which was the largest country, spread from Europe to the Pacific.
- Peter Alexeevich, who was tsar of Russia in 1672, decided to make a change.
- Russia, which is a country in northern Asia, spread from Europe to the Pacific Ocean.

**-ly ideas** (look for verb or adjectives and put an -ly in front of them)

\_\_\_\_\_ wonderful            \_\_\_\_\_ not want change            \_\_\_\_\_ decided

### Strong verb ideas

Maybe another word for “want”? (did not desire change, did not embrace change, did not hope for change...)