



## OUTLINING MANIPULATIVES & TASK CARDS

PRODUCT CODE: **540**

### PRODUCT CONTENTS

MATERIALS: 28 pages (7 pages each of 4 levels); 2 pages of essay outlines

7 pages of teacher information

### SKILL DEVELOPMENT

All sets or cards in Reading Manipulatives products are different. Once students are introduced to the skills and shown how to do the activity, they work independently. The individualized materials can be used for seatwork or stations.

### MATERIALS PREPARATION

PDF pages are designed to be printed on 8.5 x 11 inch sheets. Cover-weight paper in a variety of colors is available at office supply stores or online. Lamination is recommended.

This product develops outlining skills in 4 stages. In the first level, students read a story and then arrange a manipulative outline. In level 2, they study the outline after reading the story and write paragraph subtopics. Level 3 requires that they write details for the paragraph subtopics. Finally, students compose the entire outline.

How pages are cut varies according to level. The outlines in the first two levels are manipulatives. Cut apart the stories, answer keys, and outline (right side). Then use scissors to cut pieces of the outlines apart. Store pieces of each outline in zipper bags. Levels 3 and 4 are not cut into manipulatives. Sheets are to be cut into 3 parts: story, answer key, and outline. Due to the sizes, sheet protectors are an option for storing all pieces of each outline or set.

Teachers must devise their own plan for organizing the various levels and sets. Levels should be separated or made evident since students must work through all sets in each level before proceeding to the next level. The number after the O in the codes indicates level (O1-#, O2-#, O3-#, O4-#).

### ANSWER KEYS & STUDENT CHECKLISTS

Answer keys are provided because active involvement builds accountability. When done thoughtfully, students learn from checking their work and analyzing any errors. Checklists for tracking the materials that have been completed are important for recordkeeping. The last page of this guide is a master for student checklists that can be copied and cut.

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# OUTLINING MANIPULATIVES & TASK CARD LEVELS

Outlining is valuable organizational mechanism for writers, and it is particularly suited to factual essays or reports. Once students know that each paragraph develops the story topic and is about a main idea, or subtopic, they are ready to reverse the process and learn outlining.

The Reading Manipulatives outlining product is broken into 4 levels. The 7 sets in each level can be done in any order, but all sets in a level should be completed before moving to the next level. Level 1 is all manipulatives, but the other levels require that all or part of the outline be written on paper.

- Level 1 (1–7): read an essay and arrange a manipulative outline (O1–#)
- Level 2 (8–14): arrange the manipulative outline; then write subtopics for A, B, C, D (O2–#)
- Level 3 (15–21): write the outline (topic and subtopics are given), determining the details for the four paragraph subtopics (O3–#)
- Level 4 (22–28): compose outline using provided framework (O4–#)

<p style="text-align: center;"><b>Nobel Prize</b></p> <p>A Nobel Prize is considered to be one of the greatest honors bestowed. Each year, a Nobel Prize winner for each of six fields is selected from among the nations of the world. The prizes are awarded for contributions in medicine or physiology, literature, chemistry, physics, economic science, and world peace.</p> <p>The irony is that the prizes were started by a man who specialized in the science of destruction. Alfred Nobel lived in Sweden from 1833 to 1896. Nobel invented and patented dynamite, blasting gelatin (a more powerful explosive than dynamite), and an improved detonator for explosives. These inventions made him one of the richest men in the world.</p> <p>As years passed, Nobel became increasingly ill and nervous. He was anguished that his inventions were used as instruments of death and destruction, rather than for peaceful uses. Nobel was interested in establishing peace. He was also a poet and had a plan that he thought would prevent war.</p> <p>When he died, Nobel left a trust fund of nine million dollars, an enormous amount at that time. The Nobel Foundation of Sweden began distributing annual prizes on December 10, 1901, the anniversary of Nobel's death. Great people have won Nobel Prizes for contributions in their fields, and the awards remain a coveted honor.</p>	I. Nobel Prize	LEVEL 1 – MANIPULATIVE OUTLINE		LEVEL 4 – WRITE OUTLINE	
	A. What the Nobel Prize is	I.	A.	LEVEL 3 – WRITE DETAILS	
	1. one of greatest honors bestowed	1.	1.	LEVEL 2 – MANIPULATIVES/ WRITE PARA. SUBTOPICS	
	2. annual winners from nations worldwide	2.	2.	1. Tornadoes	
	3. award fields: medicine, literature, chemistry, physics, economic science, world peace	3.	3.	A.	
	B. How Nobel achieved fame and fortune	4.	4.	1. nickname for Iowa, Kansas, Missouri, Oklahoma, Texas	
	1. specialized in science of destruction	1.	1.	2. most tornado-struck states in U.S.	
	2. lived in Sweden from 1833 to 1896	2.	2.	3. one-third annually touch down in Texas, Oklahoma, and Kansas	
	3. invented and patented dynamite, blasting gelatin, improved detonator	3.	3.	B.	
	4. made him one of the richest men in the world	4.	4.	1. central U.S. has ideal conditions in late spring	
	C. Guilt and ill health	1.	1.	2. cool, dry air moving east collides with warm, wet air moving north	
	1. became ill and nervous	2.	2.	C.	
	2. felt guilt that inventions used for destruction	3.	3.	1. skies black and ominous	
	3. wanted to work for peace	4.	4.	2. intense winds reaching up to 300 mph	
	4. wrote poetry and had plan to prevent war	1.	1.	3. rain or huge hail	
	D. The fund and prizes	2.	2.	4. tornado funnels up to 600 feet drop down	
	1. left a \$9 million fund	3.	3.	5. funnels suck up things in their paths	
	2. Nobel Foundation distributes prizes	4.	4.	D.	
	3. began awards on December 10, 1901, anniversary of Nobel's death	5.	5.	1. National Weather Service warns people to seek shelter	
	4. great people have won Nobel Prizes	1.	1.	2. storm cellar safest place	
	5. coveted honor	2.	2.	3. next safest under table in basement	
		3.	3.	4. if no basement, under tables or beds on ground floor	
		4.	4.		
		5.	5.		

## TEXT ALIGNMENT

Before moving into level 3 (sets 15–21), work with students to assure that they know how to format outline levels (Roman numerals, capital letters, numerals) when writing outlines. The first two levels (sets 1 through 14) demonstrate proper alignment. Teach students strategies for aligning on paper.

## CAPITALIZATION

In the topic, or title of the story, each major word is capitalized. Words such as *a*, *the*, or *of* are not capitalized unless at the beginning. Only the first word of paragraph subtopics is capitalized. Paragraph details have no capital letters. Proper nouns override these rules. Some outlining products use capitals at the beginning of each line, but this is the more traditional format.

# FOUR OR FIVE PARAGRAPH ESSAYS

Expository essays are a classic format for compositions. Due to their clear, repetitive structure and nonfiction content, essays are an excellent device for developing writing skills. Students learn to write carefully structured paragraphs that work together to form an essay.

The first paragraph offers a thesis statement, which is an overview of what the essay is about. It should engage readers and move them into the body of the essay. The next two or three paragraphs contain the arguments for what is being said. Each should have a clear topic sentence, followed by supporting details. The first body paragraph should have the strongest argument, the most significant example, or a beginning point. With each subsequent body paragraph, the argument weakens. Each body paragraph should transition smoothly to the next. Finally, a concluding paragraph restates the thesis and clinches the author's points. New material should not be introduced in this paragraph.

Outlining is a complementary skill. Writing an outline of paragraphs to be included in an essay leads to more organized and coherent compositions. Then, once students can outline and write essays, they are capable of expanding an outline to multiple topics for report writing.

Eight essay outlines (example on right) are included in this product. These reverse the process and give students opportunities to use outlines to guide the writing process.

**ESSAY OUTLINE #1**

- I. Our Stressed Planet
  - A. People major stress factor
    - 1. took all human history to reach 1 billion in 1800
    - 2. now approaching 13 billion
    - 3. why the population explosion is a major problem
    - 4. how people tax Earth's resources
  - B. Effects on air
    - 1. over 60 million Americans breathe bad air
    - 2. why children and elderly are more affected
    - 3. why air in homes can be worse than outside
    - 4. types of health and ecosystem problems caused
    - 5. causes and long-term effects of global warming
  - C. Effects on water
    - 1. covers 70% of Earth, but only 3% is fresh
    - 2. what happens with sewage and other pollutants
    - 3. how rain runoff can damage water supplies
    - 4. 66% living in water-stressed areas by 2020
  - D. Solutions
    - 1. Environmental Protection Agency (EPA) formed in 1970
    - 2. how the EPA protects the environment
    - 3. why clean, renewable energy must be found
    - 4. why world population growth must be controlled
    - 5. what each of us can do

## ESSAY OUTLINE

**OUTLINING LEVELS**

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
O1-1 _____	O2-8 _____	O3-15 _____	O4-22 _____
O1-2 _____	O2-9 _____	O3-16 _____	O4-23 _____
O1-3 _____	O2-10 _____	O3-17 _____	O4-24 _____
O1-4 _____	O2-11 _____	O3-18 _____	O4-25 _____
O1-5 _____	O2-12 _____	O3-19 _____	O4-26 _____
O1-6 _____	O2-13 _____	O3-20 _____	O4-27 _____
O1-7 _____	O2-14 _____	O3-21 _____	O4-27 _____

**ESSAY OUTLINES**

EO-1 _____	EO-3 _____	EO-5 _____	EO-7 _____
EO-2 _____	EO-4 _____	EO-6 _____	EO-8 _____

## STUDENT CHECKLIST

**OUTLINING LEVEL 1-6**

- I. Nobel Prize
  - A. What the Nobel Prize is
    - 1. one of greatest honors bestowed
    - 2. annual winners from nations worldwide
    - 3. award fields: medicine, literature, chemistry, physics, economic science, world peace
  - B. About Alfred Nobel and his fame
    - 1. specialized in science of destruction
    - 2. lived in Sweden from 1833 to 1896
    - 3. invented and patented dynamite, blasting gelatin, improved detonator
    - 4. made him one of richest men in world
  - C. Guilt and ill health
    - 1. became ill and nervous
    - 2. felt guilt that inventions used for destruction
    - 3. wanted to work for peace
    - 4. wrote poetry and had plan to prevent war
  - D. The fund and prizes
    - 1. left a \$9 million fund
    - 2. Nobel Foundation distributes prizes
    - 3. began awards on December 10, 1901, anniversary of Nobel's death
    - 4. great people have won Nobel Prizes
    - 5. coveted honor

## ANSWER KEY