

Book's Initials <u>SSAMS</u> Student's Initials <u>WA</u> 1. SUBJECT <u>NOTE-TAKING CARD</u> 2. NOTE <u>nest in hollow trees</u> 3. FOR WHAT REASON? 4. LIKE OR UNLIKE WHAT? TOPIC [LEVEL 1]	Book's Initials <u>SSAMS</u> Student's Initials <u>WA</u> 1. SUBJECT <u>NOTE-TAKING CARD</u> 2. NOTE <u>nest in hollow trees</u> 3. FOR WHAT REASON? <u>store food for winter</u> 4. LIKE OR UNLIKE WHAT? TOPIC [LEVEL 1]
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Accompanies *The Thinking and Writing Process*  
7511 5th Street North • St. Paul, MN 55128  
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- Students read one note and add the question, FOR WHAT REASON?
- If they think of a reason, they circle the 3 in front of FOR WHAT REASON.
- Then they read the next note and again ask, FOR WHAT REASON?
- Students question each of their notes and circle 3's when they can. When they cannot think of a reason, they simply go on to the next note.
- [Gr. 2]: After reading all notes, they read the notes with a circled 3 and choose 2-6 reasons.
- [Gr. 2]: On their chosen notes, they write their reasons with key words (not in a sentence). They write reasons under the FOR WHAT REASON question.

## SCRIPT CARD 2: [Grades K•1•2]

REQUIRES: completed NOTES from SCRIPT CARD 1

### Step 3a: Reasons

This strategy is mandatory. It leads students through inferring cause-effect connections among details about a subject. It empowers students with understanding, insight, and memory. Best of all, it gives students ownership of the knowledge.

Prepare students for reasons. Say:

We'll think of reasons for as many notes as possible. We'll read one note at a time and ask, "FOR WHAT REASON?" If you give an answer, we'll circle the "3" on the card. Be careful... no guessing.

Lay the first note on the projector. Say:

First we'll read two notes together. Then we'll take turns reading notes and asking, "FOR WHAT REASON?"

Let's begin. Read this note and add, "FOR WHAT REASON?"

Tell students: (1) Read each of their notes with the FOR WHAT REASON question. (2) If they think of an answer, circle the 3 in front of the FOR WHAT REASON question. If they have no answer, they read the next note.

[Gr. 2]: After they've questioned all notes and circled some 3's, tell them to choose 2-6 reasons and write them under FOR WHAT REASON on the cards.

[Gr. K-1] teachers now move on without writing reasons. Too much writing can confuse nonreaders. Some 1st graders will remember reasons and write them in their papers.

[OPTIONAL: Move on to Step 3b.]