

## 4. Sort the Notes.

You will make between three and six stacks of notes. The name of each stack will be a **main idea** (a category). The notes will be **supporting details** (facts). You will organize notes sensibly in stacks for **expository writing**. Each stack will become a paragraph with a **main idea** and **supporting details**.

(a) **Sort your notes into 3-6 stacks.** To begin, hold all your notes in one hand. Lay one note on the table. Hold the next note near it and ask: **Related or unrelated?** If they are related, put them together and begin a stack. Give the stack a name. Write the name on one note's Topic line. Write the name's initial on the other note. Keep the named note on top. Before you add other notes, initial them. Then stack them behind the top note with a name. Finish sorting the notes by asking: **Related or unrelated?** The note on top of a stack should always have a full name. The other notes in the stack should all have the name's initial. **Make 3-6 stacks. If you need a seventh stack, get your teacher's permission.**

(b) **Put confusing notes aside for awhile.** Put confusing notes in a stack by themselves. After sorting all notes, you will try [in (d) below] to fit each confusing note into a named stack.

(c) **Label the Topic line in the lower-left corner of each card.** Keep the named card on top. Flip through the Topic lines of each stack to see if initials are on all of them.

(d) **Put confusing notes into named stacks.** Read one confusing note at a time and decide if it can fit into any of your named stacks. If it can, initial the note and slip it behind the top note. If it cannot, either start a new stack or throw the note away.

Source # 1 Page # 130 Student's Initials DDE

**NOTE-TAKING CARD**

1. SUBJECT \_\_\_\_\_  
(Use line for your sentences)

2. NOTE  
plants \_\_\_\_\_ shed leaves

3. FOR WHAT REASON?  
hold water in body of plant so it can't evaporate through leaves

4. LIKE OR UNLIKE WHAT?

TOPIC Life

Accompanies "The Thinking and Writing Process" (LEVEL 2) by THEA M. HOLTAN 255 Saragosa Lane, Minneapolis, MN 55441

Source # 2 Page # 45 Student's Initials DDE

**NOTE-TAKING CARD**

1. SUBJECT \_\_\_\_\_  
(Use line for your sentences)

2. NOTE  
coasts \_\_\_\_\_ at end of cold currents

3. FOR WHAT REASON?

4. LIKE OR UNLIKE WHAT?

TOPIC Location

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Source # 1 Page # 131 Student's Initials DDE

**NOTE-TAKING CARD**

1. SUBJECT \_\_\_\_\_  
(Use line for your sentences)

2. NOTE  
fertile soil

3. FOR WHAT REASON?

4. LIKE OR UNLIKE WHAT?

TOPIC \_\_\_\_\_

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Read your first note. Set it on the table; hold the second note next to it, and ask, **Related or unrelated?** If the notes are related, place the second note on the first note and give it a name on its Topic line. Print the initial of the name on the second note's Topic line. Continue to connect notes in pairs to start stacks. As soon as two notes go together, give the pair a name to start a new stack. Avoid naming a note until it pairs with another note and begins a stack.

When you add a note to a named stack, first print the initial on its Topic line, then slip the note behind the stack.

When notes confuse you, put them in a separate stack by themselves. After all other notes have been stacked and named, read one confusing note at a time. Try to put each confusing note into a named stack. Sometimes a note doesn't fit any stack. You might make a new stack with it. You might also throw it away.

Avoid getting too many stacks. **You may have between three and six stacks. If you need seven, you must ask your teacher's permission.**

When notes give confuse you, put them in a stack by themselves until all other notes have been named. **Then take these confusing notes out and reexamine them to see if they fit into one of the named stacks.** If they do not fit, make a new stack or throw them away.

## Level 2

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