

# PIZZA & OUTLINE TERMS

T	O	N	E	H	O	P	E	D	M	E	I	Y	B	S
Y	O	S	O	N	A	G	E	U	K	N	Y	V	O	A
K	O	P	I	I	A	M	S	P	T	M	E	O	D	U
M	E	O	I	S	S	H	B	R	P	I	M	H	Y	C
A	N	N	U	C	R	U	O	U	N	E	I	C	P	E
I	N	A	I	O	S	D	L	O	R	H	R	N	A	A
N	S	O	O	L	U	E	R	C	F	G	Y	A	R	L
I	Y	M	E	C	T	E	N	S	N	K	E	U	A	L
D	Z	K	T	I	P	U	N	T	M	O	A	R	G	E
E	I	I	D	P	H	C	O	A	E	K	C	N	R	R
A	O	J	E	I	T	A	L	I	A	N	H	R	A	E
N	T	P	I	N	E	A	P	P	L	E	C	T	P	Z
J	Z	P	T	S	U	R	C	N	Q	B	E	E	H	Z
S	N	O	I	T	I	S	N	A	R	T	O	G	S	O
C	N	F	K	L	Y	R	E	V	I	L	E	D	F	M

ANCHOVY  
 CRUST  
 INTRODUCTION  
 MOZZERELLA  
 OUTLINE  
 PINEAPPLE  
 TOPICSENTENCES

BODYPARAGRAPHS  
 DELIVERY  
 ITALIAN  
 MUSHROOM  
 SAUSAGE  
 SAUCE  
 TRANSITIONS

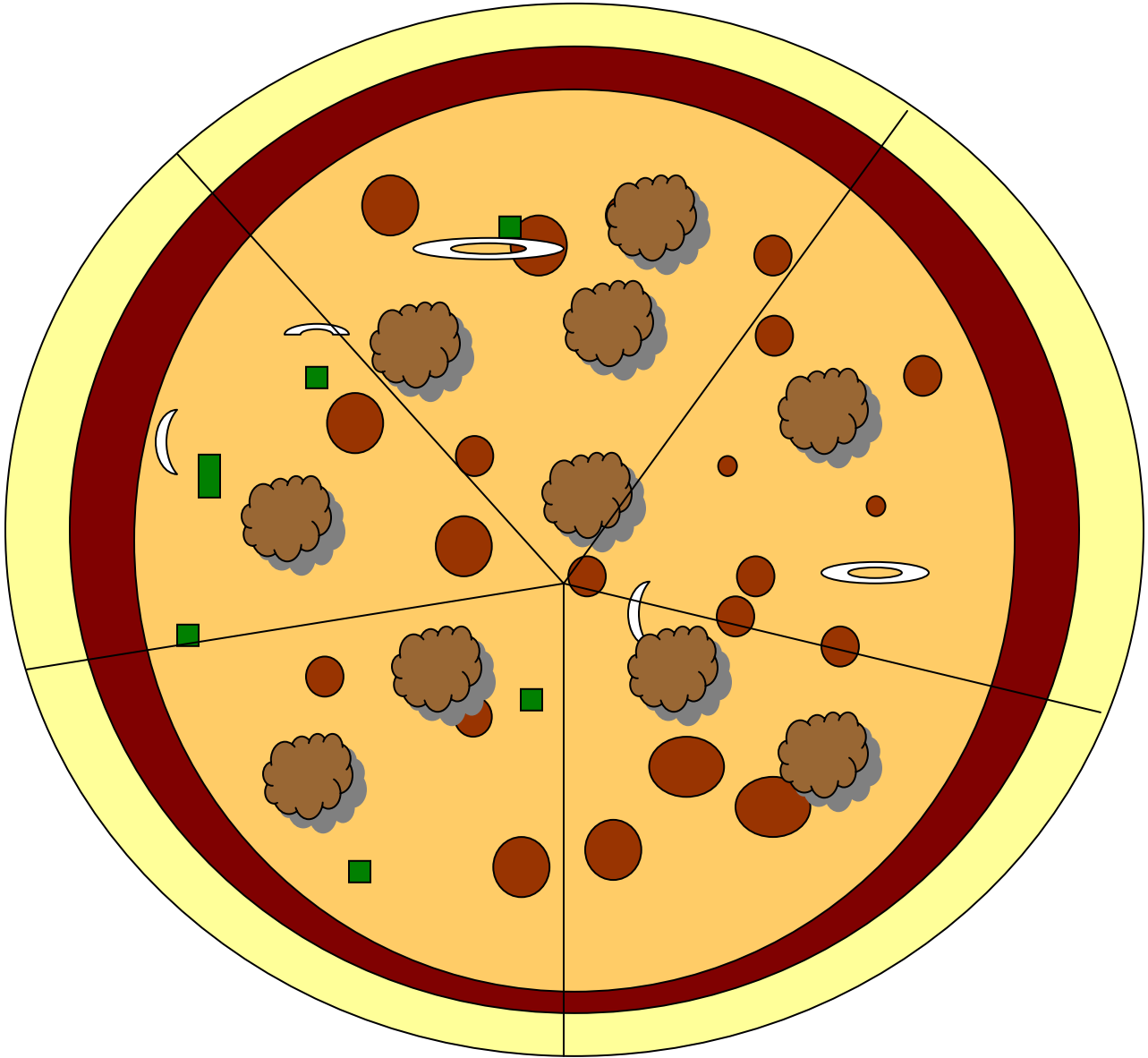
CONCLUSION  
 HAMBURGER  
 MAINIDEA  
 ONION  
 PEPPERONI

# GROUP DIRECTIONS

As a group, you are to try to “reassemble” this essay. To do so, follow the following steps:

- 1) Together look through the sentence strips.
- 2) Discuss what the “connections” seem to be among the strips.
- 3) Group the sentences on the felt board by which ones are similar to each other. You might want to put them in the corners and centers.
- 4) Order each of these groups by the order they’d appear as individual paragraphs. You might want to start with asking, “Which one of these seems like it could be the topic sentence?” DO NOT MOVE ON TO NEXT STEP UNTIL YOU’VE GOT EACH PARAGRAPH IN AS-PERFECT-AS-POSSIBLE ORDER.  
\*It should be easiest to order body paragraphs first and then your introductory and conclusion paragraphs.
- 5) Paying special attention to any transition words you notice in the topic sentences, order the paragraphs into the order they’d appear as a paper on the felt to . Remember the thesis is the last sentences of the first paragraph and the restatement of the thesis is the first sentence in the last paragraph.
- 6) When the teacher is not with another student, send a group member as “Delivery Person” (Yes, you must wear the hat.) to the teacher to see if your guess is correct. Remember that each incorrect guess is logged as a strike and that there is a prize for the group who solves the puzzle the fastest and with the fewest strikes amongst all periods. If your “delivery” is accepted, skip to step nine.
- 7) Tackle the rearrangement of the sentences again if the teacher says there’s an error. Be careful! You don’t want another strike!
- 8) Submit again if necessary. If accepted, move to step nine, if not, repeat steps eight and nine until accepted.
- 9) Once your delivery’s been accepted, relax, and enjoy the word search puzzles entitled, “Pizza & Outline Terms.”

Pizza Group Member Diagram and/or Strike Chart



## How Do I Determine Main Idea?

Read the passage and see if you can find a single sentence that sums up what the whole passage is about, if you can, underline it. If you can't find one, off to the side of the passage, write a sentence that sums up the whole passage in your own words.

If you were able to underline a single sentence, then you've got a **STATED MAIN IDEA**. In other words, the author told you the main idea word-for-word in that one sentence already.

If you had to write one off to the side in your own words, there was an **IMPLIED MAIN IDEA**. Imply means to hint at, but not directly say. For example, if your grandmother was to say that your clothes are fitting tighter lately, she's implying that you've put on some weight. Grandmas! Implied main ideas, by the way, are usually only found in more complex writings because at the lower levels, the author doesn't trust their reader to have to "put two and two together."

**GUARANTEE:** A main idea will always contain the keywords of the passage title. A keyword is any other word other than articles (a, an, the) or prepositions (of, from, to, etc.). For example, from the title alone you'd know that which of the following choice was correct? :

from *Misty of Chicoteague*

jfalsdijfl;asjif;aslkjfaslkjfa;lfjks;lkfjalfkjas;ldkfjsa;dlfkjsa;lkfjas;ldfjlaskfja;lkfjaslkdfjas;lkjfas;lkjif;asldkjf;alkfjsa;lkfjsalkfjaslfldjas;lfkja;lkfja;slkfja;slfkjsalkfjsa;ldfkjsal;kfj;lakfja;lkfjas;lkdfja;ldfjas;ldkfjsaldkfjaslfkjiasdlfkjas;lfkjasd;flkjsal;dfkjs;ldfkjalfkjsafllksajdf.

- A) Horses are beautiful creatures.
- B) Misty, a pony on Chicoteague Island, was a famous and friendly horse.
- C) Chicoteague Island is a fantastic tourist destination
- D) Misty was a beautiful pony who became very famous because of a children's book about her.

\*B ☺ It's got both the words "Misty" and "Chicoteague." It's not enough of a technique to use on it's own, but it'll help if several answer choices on a test like the FCAT are close to what you've chosen as the main idea.

### **What's the difference between a main idea and a detail?**

A main idea is a statement that appears many times throughout a passage. It usually is a statement that "says something about something." It is not a one or two-word topic or title, like say, "elephants" is. Rather, it is a statement about a topic. For example, "Elephants are endangered in many parts of the world." A main idea is what a piece of writing should revolve around. All of the topic sentences (the sentence which sums up what a paragraph is about and is usually the first sentence of each paragraph) should **DIRECTLY** relate to the main idea. Likewise, if you've only got a paragraph-long section of text, guess what? The main idea **IS** the topic sentence.

NAMES: \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

Date: \_\_\_\_\_

Period: \_\_\_\_\_

### Outline for traditional 5-paragraph essay

Remember, this is not every sentence in the paper - It's just an outline! Also, your paper may be slightly different (no "B" points, for example. Edit the form to fit your paper, and consider whether or not the author was wise in providing less/more examples. Note: for detail sentences use regular pencil.

Thesis Statement: \_\_\_\_\_

(red pencil)

I. \_\_\_\_\_

(green pencil)

A. \_\_\_\_\_

I. \_\_\_\_\_

2. \_\_\_\_\_

B. \_\_\_\_\_

I. \_\_\_\_\_

2. \_\_\_\_\_

II. \_\_\_\_\_

(green pencil)

A. \_\_\_\_\_

I. \_\_\_\_\_

2. \_\_\_\_\_

B. \_\_\_\_\_

I. \_\_\_\_\_

2. \_\_\_\_\_

III. \_\_\_\_\_

(green pencil)

A. \_\_\_\_\_

I. \_\_\_\_\_

2. \_\_\_\_\_

B. \_\_\_\_\_

I. \_\_\_\_\_

2. \_\_\_\_\_

Restatement of Thesis: \_\_\_\_\_

(red pencil)

\* How do main idea/thesis and supporting details make a piece of writing effective? Is this paper effective, why or why not? Write your answer in the form of a paragraph on the back of this sheet. Don't forget to make sure you have a main idea sentence in your paragraph! 😊