

Student Intensive Continuation Course

A Video Seminar for the Student



STUDENT MATERIALS

Level B

32 Lessons Using the SICG-B

Contents:

Section 1: Student Writing Notebook

Section 2: Student Lesson Handouts

Note: This document is for single-sided printing.



INSTITUTE FOR

Excellence in Writing

An effective method for teaching writing skills

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Section 1: Student Writing Notebook

Contents

Cover page
Key Ideas page
Stylistic Techniques
Adverb List
Adverbs for Essays
Prepositions/Clausal Starters
Banned Words List – Verbs
Banned Words List – Adjectives
Story Sequence Model

Instructions

Purchase:

- A one-inch, three ring binder (with a clear plastic sleeve on the front for the title page)
- One set of five-tab dividers

One of these pages can be used to insert in the front of your binder as a cover/name page. If your binder does not have a plastic sleeve, you can simply place it in the front of your notebook.

Label your five dividers as follows and insert the appropriate pages into the notebook.

- Work in Progress: Use this area for all new handouts, outlines, models, checklists, etc., that are currently being worked on.
- Completed Work: Place graded, completed work here. You may want to instruct students regarding what to save (the finished work only, perhaps a grading sheet or outline) and what to discard (old models, outlines, 1st drafts, etc.)
- Structure Models: Keep the “Key Ideas Page” here along with notes on structure models as they are provided in the lessons. Included in these pages is the Story Sequence Model.
- Stylistic Techniques: The Stylistic Techniques page abides here along with all style lists (-ly, prepositions, etc).
- Banned Words: Put the “Banned Words” sheets behind this tab. For your convenience, the banned word pages included here have the banned words and substitute suggestions from the SWI-B.

Section 2 of this document contains all the student handouts, homework assignments, checklists, and grading sheets necessary to complete the course. You may keep these in a folder and hand them out as you need them, or create another divider to keep them all in the notebook.

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Student Name: _____

SICC B First Half Grade Summary

Lesson Number	Assignment	Points Achieved	Total points possible	Percent
1	Writing Paragraphs		25 or 35	
2	Writing Paragraphs		28 or 40	
3	Writing from Pictures		60	
4	Writing from Pictures		60	
5	Homework		25	
6	Writing from Pictures		66	
7	Writing from Pictures		66	
8	3-Paragraph Report Clara Barton		66	
9	3-Paragraph Report Historical Person		66	
10	3-Paragraph Report Historical Person		66	
11	Add Intro/Concl Final Draft Clara Barton		95	
12	Add Intro/Concl Final Draft Historical Person		95	
13	5-Paragraph Essay Historical Person		95	
14	Interview 5-Paragraph Essay		95	
15	Interview 5-Paragraph Essay		100	
16	Interview 5-Paragraph Essay		100	
1 st Half Grade	Total Points			
	Add up the total percentage points and divide by the number of lessons completed.			

If you decide to skip any assignments, simply cross them out.

Student Name: _____

Second Half Grade Summary

Lesson Number	Assignment	Points Achieved	Total points possible	Percent
17	Interview 5-Paragraph Essay		100	
18	Letter Writing 5-Paragraph Essay		100	
19	Letter Writing 5-Paragraph Essay		100	
20	Letter Writing 5-Paragraph Essay		100	
21	Mail a letter		100	
22	Imitation in Style Uncle Remus		26	
23	Imitation in Style King James Bible		26	
24	Imitation in Style Andersen		26	
25	Complete Homework		100	
26	The Little Mermaid Critique		100	
27	King Grisly-Beard Critique		100	
28	Wreck of Hesperus Critique		100	
29	Movie or Book Critique		100	
30	Final Exam		100	
31	Story or Writing from Pictures		(80)	
32	Report or Critique		(100)	
2 nd Half Grade	Total Points			
	Final Grade (Add the points and divide by the total number of assignments.)			

If you decide to skip any assignments, simply cross them out.

Instructions: Create a key word outline from the following paragraph(s), and then write a paragraph from your outline using the Lesson 1 Composition Checklist.

Robert Grosseteste

Perhaps the most important figure during the Middle Ages was Robert Grosseteste (grow' suh test ee). Grosseteste was a bishop in the Roman Catholic Church in the early 1200s AD. He was deeply committed to the idea that the secrets of the natural world could be learned by discovering the laws that God had set in motion. He wanted to explain why things happened the way they did. Instead of merely coming up with great inventions, Grosseteste also wanted to understand the reasons behind the facts. Grosseteste taught that a scientist should make observations and then come up with a tentative explanation for why the observed events happened. He was thus the first to explain and use what we now call the scientific method. *

The Scientific Method

The scientific method, first explained by Grosseteste, has been used for hundreds of years to help scientists develop laws to explain why the world works the way it does. The scientific method has four parts: observation, hypothesis, experiment, and conclusion. A scientist first observes something in the world. He then makes a guess as to why something works the way that it does. To determine whether or not his hypothesis is correct, the scientist performs carefully controlled experiments. From the results, he can conclude whether or not his hypothesis is correct. If many scientists reach the same conclusions about a hypothesis over a long period of time, the hypothesis is called a scientific law.

* These paragraphs are based on material presented in Dr. Jay Wile's *Exploring Creation through General Science*.

Composition Checklist

Write _____ paragraph(s) from your outline(s).

First Draft due date (for editing): _____

Final Draft Due Date: _____

- Composition is double-spaced
- Dress-ups marked with underline
- Sentence Openers marked with a number in the margin
- Title repeats key words of final sentence

Dress-ups	I	II
“-ly” adverb		
“who/which” clause		
because clause		
strong verb		
quality adjective		
when, while, where, as, since, if, although, because		

Sentence Openers	I	II
① subject		
② prepositional		
③ “-ly” –first		

Banned Words (do not use — find better ones):

think, said, go/went, see/saw, fun, good/bad, eat/ate, big, small

General:

Turned in On Time ___ (3)
 Title Centered - Top ___ (1)
 Name under Title ___ (1)
 Font/Spacing ___ (1)

Indicators:

Dress-ups Underlined ___ (3)
 Sentence Openers Numbered ___ (3)
 Topic/Clincher Key Words Bold ___ (3)

Dress-ups (one each paragraph):

“-ly” adverb ___(1)___(1)
 “who/which” ___(1)___(1)
 because clause ___(1)___(1)
 strong verb ___(1)___(1)
 quality adjective ___(1)___(1)
 adverbial clause ___(1)___(1)

Sentence Openers ___(3) ___(3)

Spelling < 3 errors ___(1) ___(1)

If 1 paragraph: Total Score: _____ out of 25 possible = _____%

If 2 paragraphs: Total Score: _____ out of 35 possible = _____%

90% or higher = Excellent

89% or lower = Resubmit Please

Instructions: Create a key word outline from the following paragraph(s), and then write a paragraph from your outline using the Lesson 2 Composition Checklist.

Thomas Bradwardine

Bishop Thomas Bradwardine was important in the development of modern science because he was the first scientist to examine many of Aristotle's ideas critically. Aristotle, who was born in 384 BC, was the standard for science for hundreds of years. He determined that all things on earth were made up of four substances: earth, fire, air, and water. He further explained that a rock fell because it was like the earth and wanted to join it. Smoke rose because it was more like the air and the fire of the heavens and wanted to go that direction. He even explained that things moved only while they had a force moving them (like a hand pushing a book across a table). Finding Aristotle's explanations lacking, Bradwardine determined to know why things really moved, what kept them moving, and what made them stop. Using mathematics and experiments, he was able to show that most of what Aristotle said about motion was wrong. Although it took nearly 300 more years for science to throw away Aristotle's ideas about motion, it never would have happened without Bradwardine's work.

Nicholas of Cusa

Nicholas of Cusa was a priest in the Roman Catholic Church and lived in the mid-1400s. Attracted to the infinite nature of God and the vastness of the universe, Nicholas studied the planets and the stars. At that time everyone believed in Ptolemy's geocentric view that the Sun and planets revolved around the earth. Nicholas of Cusa disagreed when he stated that the earth was not the center of the universe and did not stand still with fixed poles. He considered that the earth spins while it orbits the sun. Although his ideas did not rely on observation, they laid the groundwork for the scientific revolution based on careful observation that would take place two hundred years later.

* These paragraphs are based on material presented in Dr. Jay Wile's *Exploring Creation through General Science*.

Composition Checklist

Write _____ paragraph(s) from your outline(s).

First Draft due date: _____

Final Draft Due Date: _____

- Composition is double-spaced
- Dress-ups marked with underline
- Sentence Openers marked with a number in the margin
- Title repeats key words of final sentence

Dress-ups	I	II
“-ly” adverb		
“who/which” clause		
strong verb		
quality adjective		
when, while, where, as, since, if, although, because		

Sentence Openers	I	II
① subject		
② prepositional		
③ “-ly” –first		
④ “-ing,”		
⑤ clausal		
⑥ V.S.S. (2–5)		

Banned Words (do not use — find better ones):

thought, said, go/went, see/saw, good/bad, eat/ate, big, small

General:

Turned in On Time ___ (3)
 Title Centered - Top ___ (1)
 Name under Title ___ (2)
 Font/Spacing ___ (1)

Indicators:

Dress-ups Underlined ___ (3)
 Sentence Openers Numbered ___ (3)
 Topic/Clincher Key Words Bold ___ (3)

Dress-ups (one each paragraph):

“-ly” adverb ___(1)___(1)
 “who/which” ___(1)___(1)
 strong verb ___(1)___(1)
 quality adjective ___(1)___(1)
 adverbial clause ___(1)___(1)

Sentence Openers ___(6) ___(6)

Spelling < 3 errors ___(1) ___(1)

If 1 paragraph: Total Score: _____ out of 28 possible = _____%

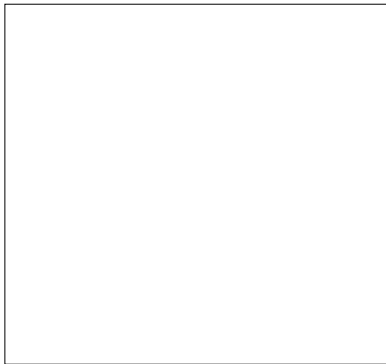
If 2 paragraphs: Total Score: _____ out of 40 possible = _____%

90% or higher = Excellent

89% or lower = Resubmit Please

Writing from Pictures

Key Point: Topic Sentence = Central Fact of Picture
(What do you see? How did it get that way? What did you see?)



I. Central Fact = _____

1. _____
2. _____
3. _____
4. _____

Clincher = central fact _____



II. Central Fact = _____

1. _____
2. _____
3. _____
4. _____

Clincher = central fact _____



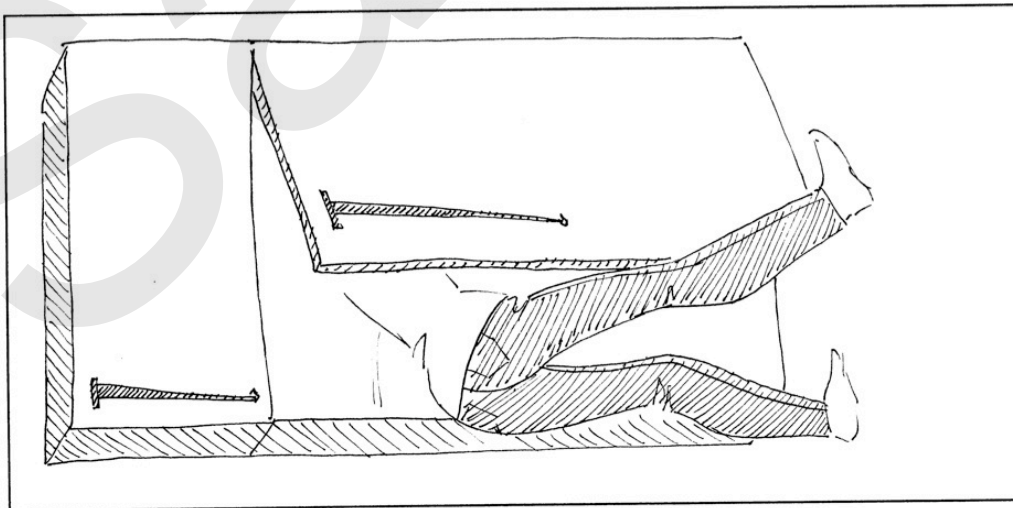
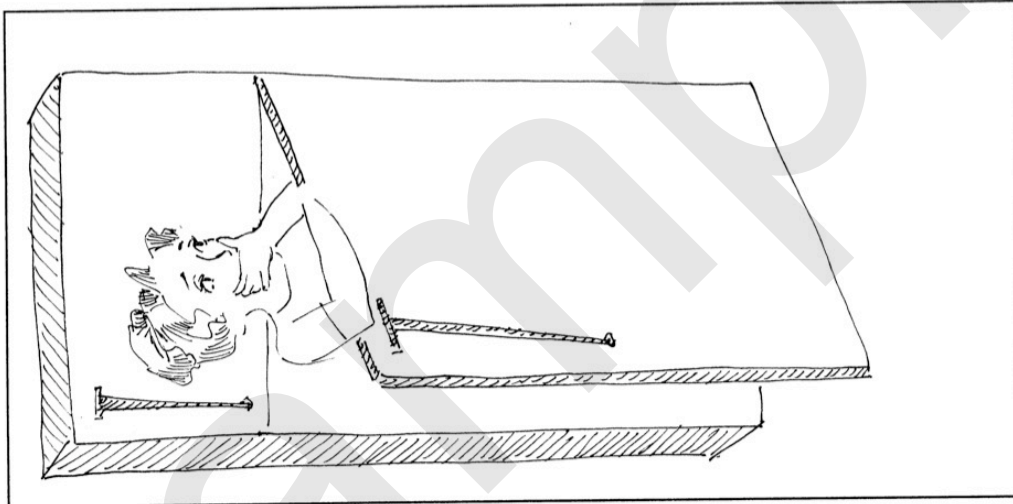
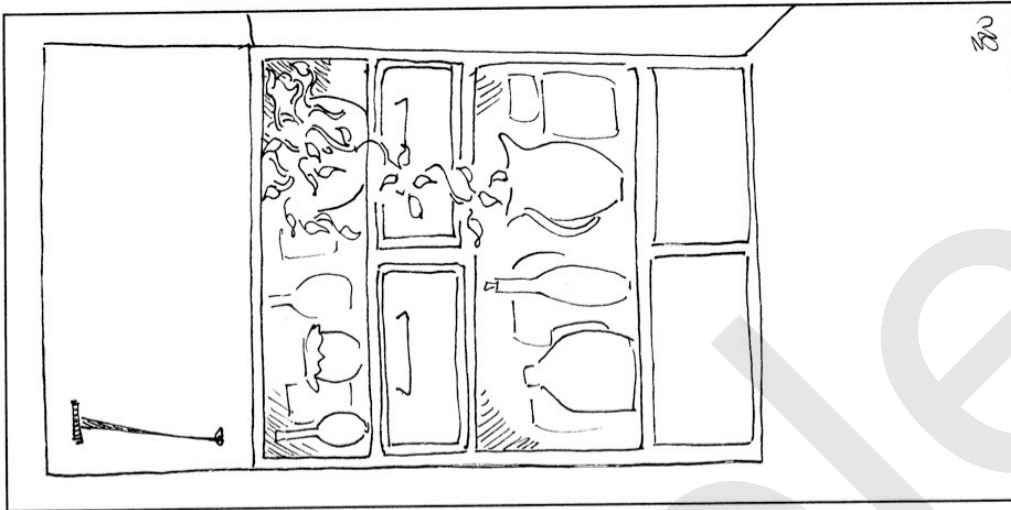
III. Central Fact = _____

1. _____
2. _____
3. _____
4. _____

Clincher = central fact _____

Ask questions to get details:
where? who? how? when? what? why? before? after? outside?

Instructions: Create a three-paragraph outline based on these pictures as instructed on the DVD. Write three paragraphs using the Composition Checklist to follow.



Keep this in the front of your Current Work tab to refer to when completing all assignments.

Typing Guidelines for SICC Assignments

- Margins should be 1" top and side. Page number (if document is more than one page) should be at top of page, italic, in this style: *Page 2 of 3*
- Preferred Font choices: Times Roman, Times New Roman, New York, or equivalent serif font
- Font sizes: 12 point
- Spacing should be 1.5 lines.
- Paragraphs should be in block format with one extra line space between.
- Dress-ups must be underlined.
- Sentence numbers do not need to be in margin, but should be in square brackets [#] before each sentence within the body of the next.
- Decorations, if assigned, should be in italics.
- Paragraph Topic/Clincher key words which reflect or repeat should be in **bold**.

(These guidelines were given to the students on the DVD, and therefore the student samples provided on the disc should match these specifications fairly consistently. Some assignments were handwritten and therefore follow different formatting guidelines explained in the first lesson.)

Composition Checklist

Write three paragraphs from your outline of the three pictures.

First Draft due date: _____

Final Draft Due Date: _____

- Composition is double-spaced
- Dress-ups marked with underline (one of each)
- Sentence Openers marked in brackets
- Topic & Clincher** sentences repeat or reflect the same key words (highlighted)
- Title repeats key words of final sentence

Dress-ups (middle)	I	II	III
“-ly” adverb			
“who/which”			
strong verb			
quality adjective			
when, while, where, as, since, if, although			

Sentence Openers (first word)	I	II	III
① subject			
② prepositional			
③ “-ly” adverb			
④ “-ing,”			
⑤ clausal			
⑥ V.S.S. (2–5)			

Banned Words (do not use — find better ones):

thought, said, go/went, see/saw, good/bad, eat/ate, big, small

General:

Turned in On Time ___ (3)
 Title Centered - Top ___ (2)
 Name under Title ___ (2)
 Font/Spacing ___ (2)

Indicators:

Dress-ups Underlined ___ (3)
 Sentence Openers Numbered ___ (3)
 Topic/Clincher Key Words Bold ___ (3)

Dress-ups:

“-ly” adverb ___(1)___(1)___(1)
 “who/which” ___(1)___(1)___(1)
 strong verb ___(1)___(1)___(1)
 quality adjective ___(1)___(1)___(1)
 adverbial clause ___(1)___(1)___(1)

Sentence Openers ___(6)___(6)___(6)

Topic/Clincher ___(2)___(2)___(2)

Spelling < 3 errors ___(1)___(1)___(1)

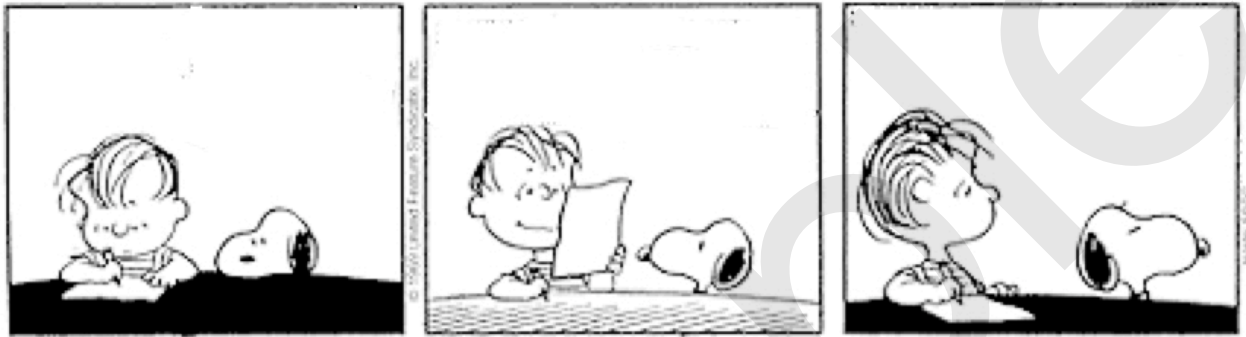
Total Score: _____ out of 60 possible = _____ %

90% or higher = Excellent

89% or lower = Resubmit Please

Instructions: Outline another “Writing from Pictures” using the following comic.

Remember: Writing from Pictures (Unit 5) does not use the Unit 3 Story Sequence model. Although it is fiction and you are telling a story, it follows more of a report model as you report on each picture. Every paragraph must have a topic/clincher.



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Paragraph 1: First sentence (topic): What is the central fact of this picture? Make up some details about Linus writing (who, what, where, why, etc.) Remember, the final sentence in the paragraph needs to be a clincher sentence.

Paragraph 2: First sentence (topic): What is the central fact of this picture? Make up some details about what Linus is telling Snoopy (how, what, where, why, etc.) Remember, the final sentence in the paragraph needs to be a clincher sentence.

Paragraph 3: First sentence (topic): What is the central fact of this picture? Make up some details about Snoopy walking off (how, what, where, why, etc.) Remember, the final sentence in the paragraph needs to be a clincher sentence.

When your outline is complete, write three paragraphs using the Composition Checklist to follow.

Composition Checklist

Write three paragraphs from your outline of the three pictures.

First Draft due date: _____

Final Draft Due Date: _____

- Composition is double-spaced
- Dress-ups marked with underline (one of each)
- Sentence Openers marked in brackets
- Topic & Clincher** sentences repeat or reflect the same key words (highlighted)
- Title repeats key words of final sentence

Dress-ups (middle)	I	II	III
"-ly" adverb			
"who/which"			
"strong verb"			
quality adjective			
when, while, where, as, since, if, although			

Sentence Openers (first word)	I	II	III
① subject			
② prepositional			
③ "-ly" adverb			
④ "-ing,"			
⑤ clausal			
⑥ V.S.S. (2-5)			

Banned Words (do not use — find better ones):

thought, said, go/went, see/saw, good/bad, eat/ate, big, small

General:

Turned in On Time ___ (3)
 Title Centered - Top ___ (2)
 Name under Title ___ (2)
 Font/Spacing ___ (2)

Indicators:

Dress-ups Underlined ___ (3)
 Sentence Openers Numbered ___ (3)
 Topic/Clincher Key Words Bold ___ (3)

Dress-ups:

“-ly” adverb ___(1)___(1)___(1)
 “who/which” ___(1)___(1)___(1)
 strong verb ___(1)___(1)___(1)
 quality adjective ___(1)___(1)___(1)
 adverbial clause ___(1)___(1)___(1)

Sentence Openers ___(6)___(6)___(6)

Topic/Clincher ___(2)___(2)___(2)

Spelling < 3 errors ___(1)___(1)___(1)

Total Score: _____ out of 60 possible = _____%

90% or higher = Excellent

89% or lower = Resubmit Please

Similes from *The Hobbit*

Smaug lay with wings folded like an immeasurable bat...

A sound began to throb in [Bilbo's] ears, a sort of bubbling like the noise of a large pot galloping on the fire...

Smaug had left his lair in silent stealth...in the dark like a monstrous crow...
...the hole in the mountainside... a yawning mouth leading in and down.

It was a passage made by dwarves...straight as a ruler....

the necklace of Girion, Lord of Dale, made of five hundred emeralds green as grass....

Similes from *The Fellowship of the Ring*

Gandalf rose up, a great menacing shape like the monument of some ancient king of stone set upon a hill.

The tree above [Gandalf] burst into a leaf and bloom of blinding flame...

Every night, as the moon waned again, it shone brighter...burning like a watchful eye that glared above the trees...

At the left of the high range rose three peaks... the tallest and nearest stood up like a tooth...

...it was plain that they could not go much further... Frodo's feet felt like lead...

The night was like a black wall...

Then swift as a runner over firm sand[Legolas] shot away...

I have not brought the sun. She is walking in the blue fields of the south, and a little wreath of snow... troubles her not at all...

And on the other side the snow suddenly grows less, while further down it is no more than a white coverlet to cool a hobbit's toes.

... they saw Goldberry, now small and slender, like a sunlit flower against the sky.

So black were [the Ringwraiths] that they seemed like black holes in the deep shade behing them.

[Pippin] drained a cup that was filled with a fragrant draught, cool as a clear fountain, golden as a summer afternoon...

Write your own:

Sarah walked across the room _____

The mighty third baseman slid into home _____

The bedraggled cat slid off the chair _____

Name: _____ Due Date: _____

1. In your reading this week, find at least five similes and metaphors; write them down along with the name of the book, author, and page number.

1. _____

2. _____

3. _____

4. _____

5. _____

2. Choose ONE of your two “Writing from Pictures” compositions, and add one decoration (question, 3 sss, or simile/metaphor) to EACH of the three paragraphs. Put your decorations in italics if typing, [in brackets] if handwriting. You do not need to re-write your composition, just bring it in with the decorations added.

3. Look up the term “infinitive” and write its definition here (we will not discuss this until Lesson 7)

4. Find or draw a set of three pictures to use for writing in class next session. You can draw your own or choose a comic and white out the words. Be sure to bring them to class next week.

General:

Turned in On Time _____ (3)

Name on Paper _____ (1)

Similes/Metaphors:

Find five (1 point each) _____ (5)

Decoration Additions

One each paragraph _____ (2) _____ (2) _____ (2)

Infinitive (Extra Credit)

5 points for looking up "infinitive" _____ (5)

Writing from Pictures Source

Brought pictures to class _____ (5)

Total Score: _____ out of 25 possible = _____%

90% or higher = Excellent

89% or lower = Resubmit Please