



INSTITUTE FOR

Excellence in Writing

An effective method for teaching writing skills

Student Writing Intensive Level A

A Video Seminar for Elementary Students

Easy Start Instructions

1. Set up the Student Notebook. (See the back side of this page for instructions.)
2. Read the Teacher's Instructions for the Student Writing Intensive Level A. Plan on spending one to two weeks per lesson.
3. Once a week (or once every other week), watch a portion of the Student Writing Intensive DVD with your student, and then spend the rest of the week working on the writing assignment. The teacher's notes for each lesson will tell you exactly what to do.
4. Have fun writing!

Student Notebook Set-up

Purchase a 3-ring binder and a set of five-tab dividers. Label the dividers *Current Work*, *Finished Work*, *Structural Models*, *Stylistic Techniques*, and “*Banned*” *Words*. Before beginning the course, organize the student notebook as described below using the next seven pages of this packet.

Place the white “Key Ideas” page right in the front of the binder.

Current Work	This tab will be used for all current handouts and work. You may wish to place some lined paper behind this tab for the student to use for his writing.
Finished Work	All completed and graded work will be stored here.
Structural Models	When your student receives models for the structural units (e.g., the Story Sequence Model), they may be placed here.
Stylistic Techniques	Place the yellow “Stylistic Techniques” page, the pink “-ly’ Adverb List” and “Adverbs for Essays” pages, and the beige “Prepositions and Clausal Starters” page behind this tab.
“Banned” Words	Place the two sheets entitled “Banned Words List–Verbs” (white) and “Banned Words List–Adjectives” (beige) here.

Note: The binder tabs that Andrew Pudewa uses and occasionally references on the DVD had slightly different tab titles. They were “Models/Sources, Outlines/Compositions, Checklists, Style Charts, and “Banned Words.” The tabs have been changed to make it easier for your students to organize their notebook and use it for years to come.

Now you are all set to start the course!

The remaining pages of this packet should be retained by the teacher and handed to the student as needed.

First, read through the “Teacher’s Instructions” and then follow the directions on the “Teacher’s Notes—Lesson 1” page to know what to watch on the DVD and to discover what you and your student are expected to do.

The instruction pages describe exactly how to pace and grade the course. Generally, you can expect to complete one lesson every one to two weeks.

If you have any questions, check out the “Help & Support” section of www.excellenceinwriting.com.



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Student Writing Intensive Level A

Teacher's Notes and Student Handouts

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Student Writing Intensive Level A

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Teacher's Instructions for Using the Student Writing Intensive Level A

Overview

The Student Writing Intensive (SWI) was produced to give parents and teachers a jump-start for teaching writing to their students by providing direct instruction for students or model lessons for teachers. Although the SWI was filmed over a single week's time, your students can enjoy the same lessons, but at a more leisurely pace with added practice to help them develop writing skills that will last.

The SWI provides all the handouts and supplementary materials you will need to teach your Elementary students to write paragraphs, stories, reports, and creative writing all with added style. Simply follow the instructions on the *Teacher's Notes* page, and provide your students with the appropriate source texts and checklists as directed.

The SWI is based on our teacher's seminar ***Teaching Writing: Structure and Style***. If you have *Teaching Writing: Structure and Style*, you will find that each *Teacher's Notes* include directions explaining which of the teacher's discs to watch in preparation for using the SWI. Although you can successfully use the SWI without the teacher's course, watching the teacher's program before watching the student lesson will provide you with many of the reasons behind the instruction given as well as other teaching tips to aid your student in writing. If you do not have the teacher's course, reading the archived **newsletter articles** on the Excellence in Writing website (www.excellenceinwriting.com) located in the **Help & Support** section can be very helpful.

Class Management and Lesson Planning

Each lesson offers a writing lesson followed by one or more writing assignments. Thus, a lesson is taught each week in one 45–60 minute session, and then the student can spend the rest of the week working on the writing assignment and reinforcement exercises independently, with help as needed. Depending on the pace of the student, it can take one to two weeks to complete each lesson.

The lessons are only suggestions. Feel free to speed up the pace or slow it down depending on the needs of your student(s). When teaching just a few students, most teachers use the SWI DVDs for instruction. If you are teaching a class of many students, however, it is often more effective to do the teaching yourself. Simply use the DVDs as your model for teaching the class.

Most of the instruction can be completed in under an hour, but two of the lessons (7 and 11) require a little more time to watch the DVD session. The *Teacher's Notes* will tell you the length of each DVD segment so that you can plan accordingly. Some lessons also require the teacher to give a review of concepts learned thus far.

After watching the DVD, or receiving instruction from the teacher, a student is given a writing assignment where he can apply what was just taught. Refer to the Scope and Sequence chart for an overview of units taught and source material used.

These lessons are meant to be very flexible for the teacher. Although some of the source materials must be used because they are presented on the DVD, many of the other handouts are optional reinforcement. Feel free to adjust the pace to fit your student. Some of the lessons are for review and reinforcement. If you want to move more quickly through the material, you can skip these reinforcement lessons.

You also can easily substitute alternative paragraphs, stories, and report source texts to make the writing lessons reinforce what you are learning in other subjects. The checklists provided can be copied and used over and over for other writing assignments.

Each lesson includes a chart indicating exactly what is to be watched on the DVD, the viewing time, the handouts for the lesson, and the optional handouts for the practice assignments. The handouts listed in the "Student Handouts for Lessons" section include the pages required to teach the lesson. The handouts listed in "Reinforcement Materials" are optional reinforcement assignments that you can use with your students as desired.

There are not usually indicators on the DVD as to when to stop the disc at the end of the lesson, so watch the directions closely lest you watch too far during the lesson.

Checklists

One of the keys to our program is the Composition Checklist. This document serves as a clear assignment sheet with objective grading criteria so the student knows exactly what is required of him. Room to assign due dates is included for your convenience, but you can be as flexible about those dates as you wish. You can easily alter the assignment by adding or removing checkboxes to make assignments as long or short as you desire. It is important to adjust the checklist to meet the needs of each individual student. If the dress-ups are being presented too quickly for your student, simply delete a few from the checklist until the required ones become easy.

Setting up Your Student Notebook

Each student will need to have a writing notebook and plain, lined paper. Please observe our copyright policies.

Before beginning the course, assemble your notebook which should have five dividers. Some of the documents (bolded below) should be placed in the notebook before you begin. The rest of the teacher's notes and handouts should be retained by the teacher and only given to the student as they are needed.

Set up your binder using five-tabs in the three-ring notebook as follows:

The "**Key Ideas Page**" goes in the front of the notebook in front of the tabs.

Current Work Students should use this area for current work: new handouts, outlines, models, checklists etc. Since students will need plain, lined paper, place a few pieces in this section, too.

Completed Work Students can place graded, completed work here. You may want to instruct students regarding what to save (the finished work only, perhaps a grading sheet) and what to discard (old models, outlines, 1st drafts, etc.).

Structural Models This is a good place to keep the other structural model pages (e.g., Story Sequence, topic/clincher rule, brain inventory questions, etc.).

Stylistic Techniques Place the **Stylistic Techniques** page here along with all the style lists (**-ly Adverbs, Adverbs for Essays, and Prepositions**).

Banned Words The blank **Banned Words** sheets should be placed behind this tab.

Occasionally, at the end of the disc, Mr. Pudewa may instruct students to organize their work in a different manner. Simply instruct your students to disregard those instructions.

Final Recommendations

- ⇒ **Watch the disc with your students.** Knowing what they have learned and the way they learned it will help you help them as they practice. This course is not meant to be completed by students independently. It should be used to facilitate the teacher/student relationship as the process of writing is modeled for the student.
- ⇒ **Spell words as needed.** Be your child's human dictionary. Keep spelling lessons separate from writing practice.
- ⇒ **Provide help as your students ask.** If your student is struggling to choose key words or insert a dress-up, brainstorm together. Your modeling will help your student become more independent next time.
- ⇒ **Edit instead of correct.** When your students hand you their written work, do what an editor does. Go through the piece making minimal spelling and grammatical corrections and then hand it back with a smile, telling them to write it up. Use their mistakes to dictate what you will teach in your next writing/grammar lesson.
- ⇒ **Adjust the pacing according to the ability of the student.** Each lesson will usually take at least 1–2 weeks to complete. Provide whatever helps students need to achieve success on each page. The reinforcement lessons are optional. If your student has mastered the material, feel free to skip the extra practice and move on to the next lesson.

Thank you for purchasing this program. We truly appreciate the opportunity to be of service. Our hope is that it will give you and your students a huge boost in enthusiasm for writing and powerful tools to help them be more successful in whatever writing challenges they may face in the coming years. Please let us know if there is any way we can assist you toward that goal.

Andrew Pudewa and Jill Pike

Student Writing Intensive Level A

Scope and Sequence

Lesson	DVD Lesson (Necessary)	Reinforcement Lesson (Optional)	Required Sources (Necessary)	Optional Sources* (Substitute as desired)
Lesson 1 Disc 1	Unit 1: Key Word Outlines and Unit 2: Summarizing from Notes		Sea Snakes	Desert Tarantula Pillbug
Lesson 2 (No disc)		Teacher reinforces Outlines and Summarizing		Starfish Oysters Pearls
Lesson 3 Disc 1	Review Unit 1, Introduce Dress-ups: -ly, who/which		The Boy and the Nuts	The Cocks and the Eagle
Lesson 4 Disc 1	Choosing a title Strong Verb Banned Words (said, see/saw, go/went)			The Donkey and His Driver Peter the Great
Lesson 5 (No disc)		Teacher reinforces Outlines and Summarizing and style learned thus far		The Mongols Genghis Kahn Camp Life Family Life
Lesson 6 Disc 2	Review More Banned Words (thought) Quality Adjectives -ly imposters Because clause			Our First President Andrew Jackson
Lesson 7 Disc 2	Unit 3 Story Sequence		The Boy Who Cried Wolf	
Lesson 8 Disc 2	Review Titles	Teacher reinforces Story Writing		The Princess and the Pea
Lesson 9 (no disc)		Teacher reinforces Story Writing		The Lion and the Mouse
Lesson 10 Disc 3	Review Dress-ups More Banned words (eat, good) Changing Adverbs to Adjectives Adverbial Clause	Teacher reinforces Story Writing		(Your choice of a story)
Lesson 11 Disc 3	Unit 4/6 Report Writing		Whooper Mini-Books (3 of them)	
Lesson 12 Disc 3	Conclusion to Unit 4/6	Teacher reinforces Report Writing		Ant Articles (3 of them)
Lesson 13 Disc 4	Review Dress-ups New Banned Words (like, bad, fun)	Teacher reinforces Report Writing		(Library books on one subject)
Lesson 14 Disc 4	Unit 7 Creative Writing		(your student's brain)	
Lesson 15 Disc 4	Conclusion to Unit 7	Teacher reinforces Creative Writing		(your student's brain)

* If your student needs more practice, or if you need source texts that are appropriate for different levels, go to www.excellenceinwriting.com/swi-help for additional reinforcement materials.

Student Writing Intensive Level A Scene Breakdown

Disc 1	
00:00:00	Introduction
00:02:42	“Sea Snakes”
00:04:14	Keyword Outline – “Sea Snakes”
00:05:17	Sentence 1 Keywords
00:09:05	Sentences 2–5 Keywords
00:16:11	Sentence 6 Keywords
00:18:25	Testing the Outline
00:24:12	Warm Up, Combining Ideas with “Which”
00:29:28	Double space, no erasing
00:34:13	Writing “Sea Snakes” composition
00:37:11	Pause for Writing
00:00:00	Reading Student Samples
00:02:46	“The Boy and the Nuts”
00:05:32	Keyword Outline “The Boy and the Nuts”
00:14:37	Testing the Outline “Boy and the Nuts”
00:17:36	Changing the Details
00:21:12	What is Style?
00:28:49	Dress-ups: “-ly” words
00:38:58	Dress-ups: who/which clause
00:42:48	Dress-ups: strong verb
00:54:22	Strong verb continued
01:01:05	Writing Checklist
01:06:21	Pause for Writing
00:00:00	Choosing a Title
00:07:16	Reading Student Samples
00:14:40	End of Disc 1

Disc 2	
00:00:00	Review of Dress-ups
00:08:04	New Banned Word: “thought”
00:12:26	Strong verb practice
00:14:02	Dress-up: Quality Adjective
00:21:38	“-ly” adjectives, Imposters
00:26:18	Dress-Up: “because”
00:27:54	Story Sequence Chart
00:32:57	Story Sequence: Characters and Setting
00:36:56	Story Sequence: Conflict
00:43:05	Story Sequence: Climax
00:49:49	“The Boy Who Cried Wolf”
00:54:01	Story Sequence: “The Boy Who Cried Wolf”
01:03:13	Changing the Story Details
01:08:55	“-ly” Words for “The Boy Who Cried Wolf”
01:15:58	Choosing Quality Adjectives for Story
01:19:59	Writing Checklist
01:25:43	Pause for Writing
01:25:43	Review of Writing Titles
01:27:03	Reading Student Samples
01:39:14	Conclusion

Disc 3	
00:00:00	Reading More Stories
00:05:01	Review of Dress-ups
00:09:59	New Banned Word: “eat”
00:13:59	More Review of Dress-ups
00:20:31	Changing Adverbs to Adjectives
00:25:31	Dress-up: Adverbial Clause
00:40:21	Report Writing: Topic/Clincher
00:46:58	Mini-Books for Reference
00:51:19	Highlighting Topic/Clincher Keywords
01:00:15	Adding a Second Mini-book
01:10:25	Adding a Third Mini-book
01:18:32	Collecting Topics from Multiple Resources
01:29:39	Choosing Topics for a Report
01:32:48	Game Break
01:38:39	Outlining a Topic
01:43:37	Writing Instructions
01:46:19	Pause for Writing
01:46:19	Reading Student Samples
01:50:28	Conclusion and Homework
01:56:35	End of Disc 3

Note: The times on the disc often zero out after writing pauses. There are no pauses on the discs when the lesson is over, so do watch the disc directions included in each lesson.

Disc 4	
00:00:00	Reading More Student Samples
00:02:58	Stylistic Technique Review
00:09:07	New Banned Word: “like”
00:14:33	More Review
00:16:14	Banned Adjectives
00:25:15	Finish Review
00:26:25	Prepositional Sentence Opener
00:32:48	Prepositional Opener Practice
00:38:58	Taking Notes from your Brain
00:53:32	3 Things you know most about
00:56:06	1 thing most interesting to someone else
00:58:36	Planning a composition
01:03:09	Thinking of details, asking questions
01:09:07	Writing instructions
01:11:58	Pause for writing
00:00:00	Reading Student Samples
00:08:10	Conclusion
00:10:07	End Disc 4

Suggested SWI A Course Schedule

These suggestions spread the SWI-A over 30 weeks. If you wish to complete the course in 15 weeks, simply double-up each day's assignment. These are only suggestions! Be sure to adjust them to meet your individual student's needs.

Week	Day	Lesson	Homework
1	1	Complete Lesson 1	(Begin writing the paragraph as part of the lesson).
	2		Finish writing the "Sea Snakes" article using the composition checklist. Have a teacher or parent check your paragraph.
	3		Write up the corrected paragraph neatly.
	4		Create a keyword outline of "Desert Tarantula." Test the outline.
	5		Write a paragraph from your outline.
2	1		Using the checklist, edit the paragraph written. Have your teacher or parent check the paragraph.
	2		Write up the corrected paragraph neatly.
	3		Create an outline of "Pillbug." Test the outline.
	4		Write a paragraph from your outline. Using the checklist, edit the paragraph written. Have your parent or teacher check the paragraph and fix any errors.
	5		Write up the corrected paragraph neatly.
3	1	Complete Lesson 2	(The "Starfish" paragraph should be outlined and tested.)
	2		Write a paragraph from the "Starfish" outline.
	3		Edit the paragraph using the Composition Checklist. Have your teacher or parent check the paragraph.
	4		Write up the corrected paragraph neatly.
	5		Create a key-word outline of the "Oysters" paragraph. Test the outline.
4	1		Write a paragraph from the "Oyster" outline. Edit the paragraph using the Composition Checklist. Have your teacher or parent check the paragraph.
	2		Write up the corrected paragraph neatly.
	3		Create a key-word outline of the "Pearls" paragraph. Test the outline.
	4		Write a paragraph from the "Pearls" outline. Edit the paragraph using the Composition Checklist. Have your teacher or parent check the paragraph.
	5		Write up the corrected paragraph neatly.
5	1	Complete Lesson 3	
	2		Write a paragraph using the "Boy and Nuts" outline created during Lesson 3.
	3		Edit the paragraph using the Composition Checklist. Have your teacher or parent check the paragraph.
	4		Write up the corrected paragraph neatly.
	5		
6	1		Create a key-word outline of the "Cocks and the Eagle" paragraph. Test the outline.
	2		Write a paragraph from the "Oyster" outline.
	3		Edit the paragraph using the Composition Checklist. Have your teacher or parent check the paragraph.
	4		Write up the corrected paragraph neatly.
	5		
7	1	Complete Lesson 4	
	2		Create a key-word outline using "The Donkey and His Driver" paragraph. Test the outline.
	3		Write a paragraph using the Composition Checklist. Have your teacher or parent check the paragraph.
	4		Write up the corrected paragraph neatly.
	5		

Week	Day	Lesson	Homework
8	1	(4 continued)	Create a key-word outline using the “Peter the Great” paragraph. Test the outline.
	2		Write a paragraph using the Composition Checklist.
	3		Have your teacher or parent check the paragraph.
	4		Write up the corrected paragraph neatly.
	5		
9	1	Complete Lesson 5	Create a key-word outline using “The Mongols” paragraph. Test the outline. Brainstorm possible dress-ups.
	2		Write a paragraph using the Composition Checklist. Have your teacher or parent check the paragraph.
	3		Write up the corrected paragraph neatly.
	4		Create an outline using the “Camp Life” paragraph. Test the outline.
	5		
10	1		Write a paragraph using the Composition Checklist. Have your teacher or parent check the paragraph
	2		Write up the corrected paragraph neatly.
	3		Create a key-word outline using the “Family Life” paragraph. Test the outline. Brainstorm possible dress-ups.
	4		Write a paragraph using the Composition Checklist. Have your teacher or parent check the paragraph.
	5		Write up the corrected paragraph neatly.
11	1	Complete Lesson 6	Create a key-word outline based on the “Our First President” paragraph. Test the outline.
	2		Write a paragraph using the Composition Checklist.
	3		Have your teacher or parent check the paragraph.
	4		Write up the corrected paragraph neatly.
	5		
12	1		Create a key-word outline based on the “Andrew Jackson” paragraph. Test the outline.
	2		Write a paragraph using the Composition Checklist.
	3		Have your teacher or parent check the paragraph.
	4		Write up the corrected paragraph neatly.
	5		
13	1	Complete Lesson 7	
	2		Decide if you want to change the characters and setting. Adjust the outline as necessary.
	3		Begin writing the story. Finish the first paragraph.
	4		Write the second paragraph.
	5		Write the third paragraph.
14	1		Read through the story and begin to edit using the Composition Checklist. Remember that everything needs to be in EACH paragraph.
	2		Continue editing.
	3		Have a teacher or parent check the story.
	4		Begin to write up the corrected story neatly.
	5		Finish writing the corrected story neatly.
15	1	Complete Lesson 8	(Create a Story Sequence outline of “The Princess and the Pea.”)
	2		Decide if you want to change the characters and setting. Adjust the outline as necessary.
	3		Begin writing the story. Finish the first paragraph.
	4		Write the second paragraph.
	5		Write the third paragraph.

Week	Day	Lesson	Homework
16	1	(8 continued)	Read through the story and begin to edit using the Composition Checklist. Remember that everything needs to be in EACH paragraph.
	2		Continue editing.
	3		Have a teacher or parent check the story.
	4		Write up the corrected story neatly.
	5		Finish writing the corrected story neatly.
17	1	Complete Lesson 9	(Create a Story Sequence outline of “The Lion and the Mouse.”)
	2		Decide if you want to change the characters and setting. Adjust the outline as necessary.
	3		Begin writing the story. Finish the first paragraph.
	4		Write the second paragraph.
	5		Write the third paragraph.
18	1		Read through the story and begin to edit using the Composition Checklist. Remember that everything needs to be in EACH paragraph.
	2		Continue editing.
	3		Have a teacher or parent check the story.
	4		Write up the corrected story neatly.
	5		Finish writing the corrected story neatly.
19	1	Complete Lesson 10	(Pick a story to use as a model)
	2		Decide if you want to change the characters and setting. Adjust the outline as necessary.
	3		Begin writing the story. Finish the first paragraph.
	4		Write the second paragraph.
	5		Write the third paragraph.
20	1		Read through the story and begin to edit using the Composition Checklist. Remember that everything needs to be in EACH paragraph.
	2		Continue editing.
	3		Have a teacher or parent check the story.
	4		Write up the corrected story neatly.
	5		Finish writing the corrected story neatly.
21	1	Complete Lesson 11	(One paragraph on the habitat of whoopers was outlined in the lesson.)
	2		Write a paragraph on the habitat of whoopers using the outline created in the lesson.
	3		Edit the paragraph using one column of the Composition Checklist.
	4		Have your teacher or parent check the paragraph.
	5		Write up the corrected paragraph neatly.
22	1		Create 1–2 key-word outlines on another topic or two about whoopers.
	2		Write a paragraph or two based on the outline.
	3		Edit the paragraph(s) using the other column(s) of the Composition Checklist.
	4		Have your teacher or parent check the paragraph(s).
	5		Write up the corrected paragraph(s) neatly.
23	1	Complete Lesson 12	(Create a key-word outline on one topic based on the “Ants” articles.)
	2		Write a paragraph on one topic about ants using the outline created.
	3		Have your teacher or parent check the paragraph.
	4		Write up the corrected paragraph neatly.
	5		

Week	Day	Lesson	Homework
24	1	(12 continued)	Create 1–2 key-word outlines on another topic or two about ants.
	2		Write a paragraph or two based on the outline.
	3		Edit the paragraph(s) using the other column(s) of the Composition Checklist.
	4		Have your teacher or parent check the paragraph(s).
	5		Write up the corrected paragraph(s) neatly.
25	1	Complete Lesson 13	
	2		Go to the library and find some books about a single subject. Scan the books for topics. Choose 2–3.
	3		Create a key-word outline on one topic.
	4		Write a paragraph on one topic about your subject using the outline created. Have your teacher or parent check the paragraph.
	5		Write up the corrected paragraph neatly.
26	1		Create 1–2 key-word outlines on another topic or two about your subject.
	2		Write a paragraph or two based on the outline.
	3		Edit the paragraph(s) using the other column(s) of the Composition Checklist.
	4		Have your teacher or parent check the paragraph(s).
	5		Write up the corrected paragraph(s) neatly.
27	1	Complete Lesson 14	(Create a brain inventory.)
	2		Create a key-word outline based on one topic from your brain inventory.
	3		Write a paragraph from the outline.
	4		Edit the paragraph using the Composition Checklist. Have your teacher or parent check the paragraph.
	5		Write up the corrected paragraph neatly.
28	1		Create a key-word outline based on another topic from your brain inventory.
	2		Write a paragraph from the outline.
	3		Edit the paragraph using the Composition Checklist. Have your teacher or parent check the paragraph.
	4		Write up the corrected paragraph neatly.
	5		
29	1	Complete Lesson 15	Create a key-word outline based on another topic from your brain inventory.
	2		Write a paragraph from the outline.
	3		Edit the paragraph using the Composition Checklist. Have your teacher or parent check the paragraph.
	4		Write up the corrected paragraph neatly.
	5		
30	1		Create a key-word outline based on another topic from your brain inventory.
	2		Write a paragraph from the outline.
	3		Edit the paragraph using the Composition Checklist. Have your teacher or parent check the paragraph.
	4		Write up the corrected paragraph neatly.
	5		

Lesson	Disc 1 Times	Disc 1 Section Title	Student Handouts for Lesson	Reinforcement Materials
3	00:00:00	Reading Student Samples	"The Boy and the Nuts" Composition Checklist	"The Cocks and the Eagle" Composition Checklist
	00:02:46	"The Boy and the Nuts"		
	00:05:32	Keyword Outline "The Boy and the Nuts"		
	00:14:37	Testing the Outline "Boy and the Nuts"		
	00:17:36	Changing the Details		
	00:21:12	What is Style?		
	00:28:49	Dress-ups: "-ly" words		
	00:38:58	Dress-ups: who/which clause		

The Lesson

- Resume watching Disc 1 from the Pause for Writing to the end of "who/which" clause. Stop before the "strong verb" is described (*viewing time 43 minutes*).
- There will not be a writing pause when it is time to stop the disc. Be sure to stop the disc when Mr. Pudewa begins talking about the "strong verb."
- Concepts presented on the DVD:
 - Review key word outline using the paragraph "The Boy and the Nuts."
 - Introduce dress-ups
 - -ly adverb
 - who/which clause
- Have your students write a paragraph from the "The Boy and the Nuts" outline using the checklist printed on the back of the source paragraph.

Boy & Nuts

1. young, pitcher, reached
2. grabbed, tried, pull
3. fist, bulging, out
4. unwilling, drop, unable
5. burst, tears
6. nearby, "satisfied, fewer"
7. give

Dress-Up

1. -ly
2. who/which

Reinforcement Exercise

- Extra practice paragraph provided: "The Cocks and the Eagle." Possible key words are provided on the next page.
- Feel free to substitute in another paragraph if desired.
- Composition Checklists are printed on the back of each source paragraph.

Lesson 3: Possible Outlines

Cocks and the Eagle

Before outlining, talk about the story. Discuss chickens and roosters and their habits. Discuss barnyards, discussed what is meant by “crowing.”

1. 2 cocks, same farmyard
2. hated, terrible fight
3. after, crawled, hide
4. winner, top, crowed
5. Eagle, circling overhead
6. boasting rooster, swooped
7. rival, saw, master

Students may retell this story, or change it if they wish. Keep it to one paragraph. Brainstorm options for alternative narratives. Before writing, brainstorm who/which and “-ly” adverb options. For “-ly” adverbs, find verbs: “somethingly hated,” “somethingly crawled,” “somethingly crowed,” and “somethingly swooped.”

The Boy and the Nuts

A young boy saw a pitcher full of walnuts and reached in to get some. He grabbed as many as he could hold, and then tried to pull out his hand. However, his fist was bulging with the nuts and he could not get it out of the pitcher. Unwilling to let go of any of the nuts, he was unable to pull out his hand. He burst into tears.

A nearby man saw him crying and said, “If you will be satisfied with fewer nuts, you will be able to get your hand free.

Sometimes you have to give up a little to get what you wish.”

Composition Checklist

Paragraph on: The Boy and the Nuts

Due Date: _____

- Composition is double-spaced
- Dress-ups marked with underline
- Name is on the paper

Dress-ups

“-ly” adverb	
who/which clause	

Lesson	Disc 2 Times	Disc 2 Section Title	Student Handouts for Lesson	Reinforcement Materials
7	00:27:54	Story Sequence Chart	Story Sequence Model "The Boy Who Cried Wolf" Composition Checklist	(No extra assignment this lesson.)
	00:32:57	Story Sequence: Characters and Setting		
	00:36:56	Story Sequence: Conflict		
	00:43:05	Story Sequence: Climax		
	00:49:49	"The Boy Who Cried Wolf"		
	00:54:01	Story Sequence: "The Boy Who Cried Wolf"		
	01:03:13	Changing the Story Details		
	01:08:55	"-ly" Words for "The Boy Who Cried Wolf"		
	01:15:58	Choosing Quality Adjectives for Story		
	01:19:59	Writing Checklist		
	01:25:43	Pause for Writing		



Teaching Writing: Structure and Style

If you have our teacher's course, you may wish to review Disc 2 starting at "Observation from Practicum" to the end of the disc (58 min). Read pages 27–36, A-1, and A-3 in your seminar notebook.

The Lesson

- Watch Disc 2 starting at "Story Sequence Chart" and continuing through to the "Pause for Writing" (*viewing time 58 minutes*).
- Concepts presented on the DVD:
 - Story Sequence Model (Unit 3)
 - Change story details
 - Brainstorm dress-ups
- The "Story Sequence Chart" from the whiteboard on the DVD is reproduced on the back of this Teacher's Notes for your convenience.
- Note: The handouts include a *Story Sequence Model* for your student's writing notebook. Place it behind the "Structural Models" tab.
- A new checklist is also included. Note the three columns for ensuring that every dress-up is included in EACH paragraph.
- Assist your student as much as necessary with this assignment. Some students struggle to transition from taking notes from every sentence to taking notes on the answers to the story sequence questions. Our support group offers a plethora of help on teaching this Unit. To find it, go to www.excellenceinwriting.com and click on Help & Support.

Lesson 7 Board Notes

Story Sequence Chart (The Boy Who Cried Wolf)

<p>Characters</p> <p>Setting</p> <p>who – like condition</p> <p>where – <i>image</i></p> <p>when – <i>image</i></p>	<p>I. (boy), (shepherd), <u>foolish</u></p> <p>1. (hillside, village)</p> <p>2. <u>watching</u>, (sheep), tired, bored</p> <p>3. (father), “<u>careful</u>,” <u>warning</u></p> <p>x</p> <p>x</p>	<p><u>Dress-up Ideas</u></p> <p>_____ boy</p> <p>foolish</p> <p>young</p> <p>disobedient</p> <p>(wiser, terrified)</p>
<p>Conflict/Problem</p> <p>What – think?</p> <p>say?</p> <p>do?</p>	<p>II. lonely, call, come</p> <p>1. (“wolf”), “rush,” “don’t”</p> <p>2. overwhelmed, (?)</p> <p>3. furious, “don’t ever!”</p>	<p>_____ village</p> <p>small</p> <p>?</p> <p>busy</p>
<p>Climax/Solution</p> <p>How solved?</p> <p>Message</p> <p>Moral</p> <p>Epilogue</p>	<p>III. real, (teeth, eyes)</p> <p>1. terrified, (“wolf”)</p> <p>2. (villages), ignored, (“wolf~~~”)</p> <p>3. rushed, found _____</p> <p>4. not lie, nobody believe</p>	<p>_____ hillside</p> <p>grassy</p> <p>soft</p> <p>rocky</p> <p>snowy</p>

The Boy Who Cried Wolf

A long time ago there was a boy who watched his father's sheep. Each day he took them to a pasture on the hillside above the village, and there he sat and watched them all day long. In the afternoon, as the sun began to go down, he drove the sheep home again.

Often he became quite lonely because he had no one to play with. How he longed for just a little bit of company! One day when he became very lonely indeed, he remembered what his father had told him when he first began to care for the sheep. "You must always beware of the wolf," his father had said. "And if you should see one, be sure to call for help."

Now the boy had never seen a wolf. But he thought that it would be so pleasant to have some company that he decided to make-believe. "Wolf! Wolf!" he cried at the top of his lungs. "Wolf! Wolf!" Far below, the villagers heard him. They all dropped their work, seized their axes and rushed up to the pasture. But when they got there, they saw only the sheep and the boy. There was no wolf at all. He was so glad to see them that they were not very angry at him for having fooled them. But they told him that he must not do it again.

For a long time he did not. One day, though, he was feeling lonelier than ever. He knew that he shouldn't, but he cried out as loudly as he could, "Wolf! Wolf! Again the villagers came rushing to help him. But when they got there, they saw only the sheep and the boy. They were every upset at having been disturbed at their work again, and told the boy that he absolutely must not do it again.

And he did not. One day as he sat quietly watching his sheep, he saw a big gray wolf come slinking out of the forest. "Wolf! Wolf!" he called with all his might. "Wolf! Wolf!" The villagers, far below, heard his cries, but went on with their work. They did not want to be fooled again. "Wolf! Wolf!" cried the boy. "Wolf! Wo——"

At this the villagers were startled. Perhaps he did need help. They dropped their work, seized their axes and rushed to the pasture. But they were too late. When they got there the wolf had gone, and all they ever found of the little boy was his pointed shepherd's cap.

Composition Checklist

Story: _____ The Boy Who Cried Wolf _____

Outline Due Date: _____

First Draft Due Date: _____

Final Draft Due Date: _____

- Composition is double-spaced
- Dress-ups are marked with an underline (one of each)
- Title is underlined & name is on the paper
- Title repeats key words of final sentence

Dress-ups

	I	II	III
<u>“-ly” adverb</u>			
<u>who/which clause</u>			
<u>strong verb</u>			
<u>quality adjective</u>			
<u>because clause</u>			

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

said, see, or saw, go/went, thought

Lesson	Disc 3 Times	Section Title	Student Handouts for Lesson	Reinforcement Materials
11	00:40:21	Report Writing: Topic/Clincher	Whooper Mini-books (3 books) Composition Checklist *You will need a highlighter for this lesson.	(No extra assignment this lesson)
	00:46:58	Mini-Books for Reference		
	00:51:19	Highlighting Topic/Clincher Keywords		
	01:00:15	Adding a Second Mini-book		
	01:10:25	Adding a Third Mini-book		
	01:18:32	Collecting Topics from Multiple Resources		
	01:29:39	Choosing Topics for a Report		
	01:32:48	Game Break		
	01:38:39	Outlining a Topic		
	01:43:37	Writing Instructions		
	01:46:19	Pause for Writing		



Teaching Writing: Structure and Style

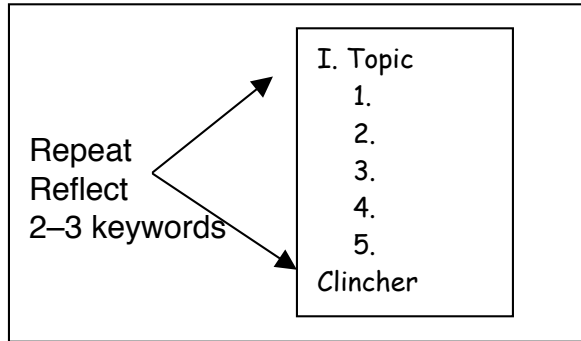
If you have our teacher's course, you may wish to review Disc 3 in its entirety (1:16 min). Read pages 37–46 in your seminar notebook.

The Lesson

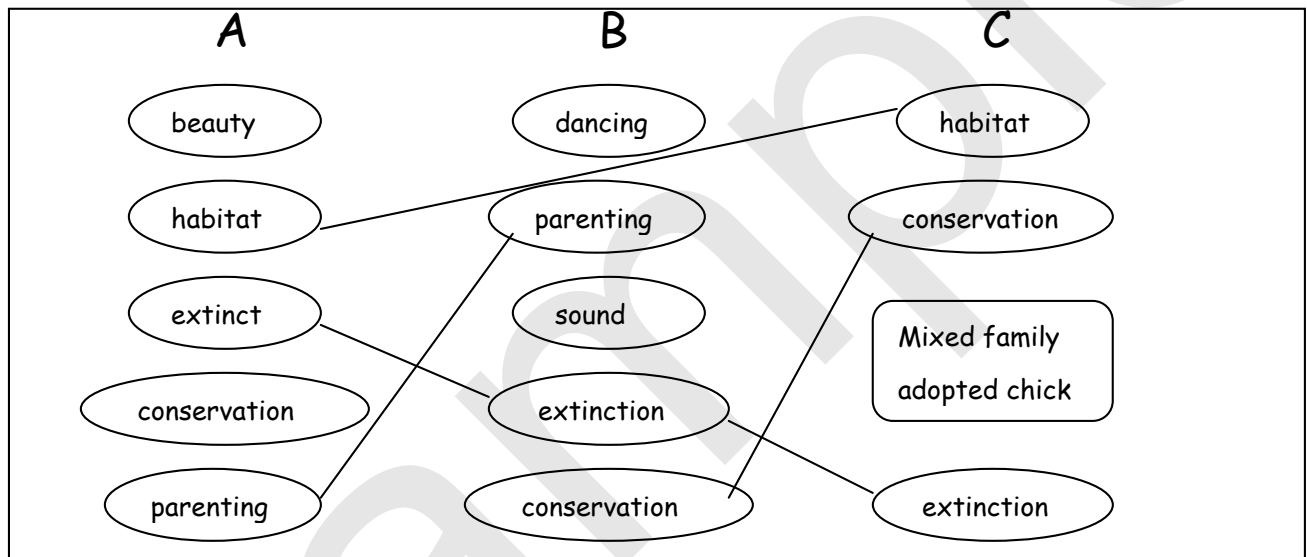
- Watch Disc 3 from where Report Writing is introduced to the “Pause for Writing” (*viewing time approximately 66 minutes*).
- You will need a highlighter for this lesson, and you will find the whiteboard notes for this session reproduced on the back of this page.
- Concepts presented:
 - Report Writing (Unit 4)
 - Topic/clincher rule
- Mr. Pudewa created a keyword outline on one topic with the students in the class. Your students can choose another one or two topics to outline and write on. The checklist has three columns, permitting three paragraphs on three different topics about Whoopers from these books, but you may adjust the checklist as desired.

Lesson 11 Board Notes

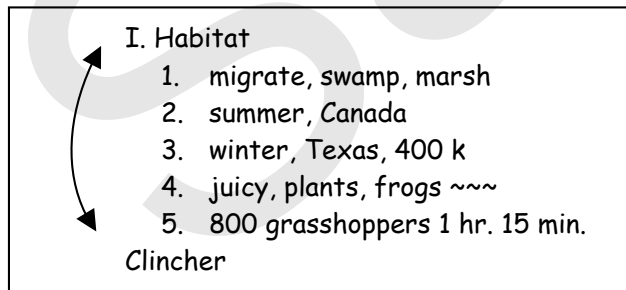
“Topic/Clincher Rule”



Mini Book Topics



Sample Outline



Composition Checklist

Write a _____ paragraph report on Whoopers

Outline for Paragraph 1 Due Date: _____

First Draft Paragraph 1 Due Date: _____

Outline for Paragraph 2 Due Date: _____

First Draft Paragraph 2 Due Date: _____

Outline for Paragraph 3 Due Date: _____

First Draft Paragraph 3 Due Date: _____

Final Draft all _____ Paragraphs Due Date: _____

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

Dress-ups

	I	II	III
"-ly" adverb			
who/which clause			
strong verb			
quality adjective			
because clause			
adverbial clause (www.asia)			

Banned Words: *said, see, or saw, go/went, thought, eat, good*



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What next?

You can have your student continue practicing what he learned by giving assignments using what he is already studying in history, science and literature.

Keyword Note Taking and Summarizing from Notes

If your student still struggles to make an outline independently, then spend some practice time here. You can take paragraphs out of your science or history book, reader, Weekly Reader, or encyclopedia. Just be sure the model is at or below your child's reading level. For your convenience you may want to purchase the packet entitled "Articles and Stories for Unit I & II." Mini-books also have paragraphs for outlining. Find these resources at www.excellenceinwriting.com.

Story Sequence Chart

Continue to write stories using ones they have read as models. Fairy tales, Aesop's fables, Bible stories, and historical stories all make great models. You can even write up a family story such as, "The Day I Dropped the Spaghetti on the Carpet."

Reports with Topic/Clincher Paragraph

If your student outlines single paragraphs easily, then continue to work on this unit. You might want to back up a step and have your student create outlines from one source before tackling multiple sources. Students can outline and write on encyclopedia articles, textbook chapters, articles, and so on. You can also purchase more mini-books from Excellence in Writing.

Creative Writing

Your child's brain is a wealth of information once he learns to ask questions! Continue to encourage this process by doing paragraphs on things he knows from hobbies to friends to what you just told him to do for a chore. Prompts can also be found online at many educational sites. Just put "writing prompts" in your browser, and you will get more ideas than you could ever use.

More Lessons on DVD

If you would like to have Andrew continue to teach your students to write more in-depth research reports, writing from pictures, essays, not to mention proofreading their own papers, then you will want to get **Student Writing Intensive Continuation Course Level A**. This course picks up where the Student Writing Intensive left off and offers 9 more DVDs with 32 lessons. Contact Excellence in Writing for more information.

Teacher's Seminar

IEW is committed to teacher training. If you would like more training for yourself to enable you to teach writing, then check out our seminar for the teacher – *Teaching Writing: Structure and Style*. It is available both as a live seminar and DVD. Go to our website (www.excellenceinwriting.com) for more information, schedules, and video excerpts.



Writing Lessons

If you are looking for writing lessons to go with whatever you are studying in history, our Theme Based Writing Lessons are a great place to start. Sample lessons are available on the Excellence in Writing website.