



INSTITUTE FOR

# Excellence in Writing

An effective method for teaching writing skills

## Student Writing Intensive Level B

A Video Seminar for Middle School Students

### Easy Start Instructions

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1. Set up the Student Notebook (see the back side of this page for detailed instructions).
2. Read the Teacher's Instructions.
3. Turn to Lesson 1 and start the course.

## ***Student Notebook Set-Up***

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

Using the 3-ring binder with 5-tab inserts provided, prepare the Student Writing Notebook. The tabs are labeled as follows:

Models/Sources Checklists	Outlines/Compositions	Structural Models	Style Charts	“Banned” Words
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The next seven pages of this packet should be placed in the notebook as follows so it is all ready for your student:

1. Place the white “Key Ideas” page right in the front of the binder (before the tabs).
2. The “Models/Sources; Checklists” tab is left empty.
3. Put some lined paper behind the “Outlines/Compositions” tab.
4. Leave the “Structural Models” tab empty.
5. Behind the “Style Charts” tab, place the yellow “Stylistic Techniques” page, the pink “-ly’ Adverb List” and “Adverbs for Essays” pages, and the beige “Prepositions and Clausal Starters” page.
6. Use the “Banned Words” tab for the two sheets entitled “Banned Words List–Verbs” (white) and “Banned Words List–Adjectives” (beige).

The rest of the pages in this packet should be stored in a separate folder or notebook. The teacher’s notes tell the teacher/parent what to do each week. The student handouts in the rest of this packet should only be given to the student as they are presented in the course.

### **Now you are all set to start the course!**

Be sure to 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 Teacher’s Notes pages describe exactly how to pace the course. Generally, you can plan to complete one lesson every one to two weeks.

**If you have any questions, check out**  
**[www.excellenceinwriting.com/swi-help](http://www.excellenceinwriting.com/swi-help)**



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## Student Writing Intensive Level B

*Teacher's Notes and Student Handouts*

*by*

*Andrew Pudewa*

*&*

*Jill Pike*

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# Student Writing Intensive Level B

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# *Teacher's Instructions for Using the Student Writing Intensive Level B*

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## **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 DVDs were taped in four consecutive afternoons, your students can enjoy the same teaching but at a more leisurely pace and 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 upper elementary and middle school students to write paragraphs, stories, reports, and creative writing all with added style. Simply follow the instructions on each Teacher's Notes page, and provide your students with the appropriate source texts and checklists as directed.

Generally, you will conduct a writing class once a week where you will watch the SWI DVD with your student. Then the rest of the week will be spent practicing what was learned on the DVD.

## **Teaching Writing: Structure and Style (TWSS)**



The SWI is based on our teacher's seminar, *Teaching Writing: Structure and Style*. 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 on the SWI as well as other teaching tips to aid you in your teaching. The SWI Teacher's Notes will tell you when to watch a portion of the TWSS to prepare yourself for the SWI teaching.

The TWSS shows you how to teach all nine structural units as well as the full style list. The SWI will cover about half of what is taught in the TWSS. This will give your student a strong foundation for all his writing without overwhelming him or doing too much too fast. The rest of the units and style can be covered later. The last page of this packet (What Next?) will explain how.

If you do not have the teacher's course, you can still use the SWI successfully. Watching the *Structure and Style Overview* (available from Excellence in Writing) will give you an overview of our writing methods. Reading the archived **newsletter articles** on the Excellence in Writing website and exploring our **Help & Support** section will also give you more help using our programs. Please see [www.excellenceinwriting.com](http://www.excellenceinwriting.com) for more information.

## **Lesson Planning**

The **Scope and Sequence** page gives you an overview of everything taught in the SWI Level B. The Required Sources are the ones that are used with the DVD teaching. The Optional Sources are the ones used in the reinforcement exercises (the homework) and can be omitted or substituted if you desire.

The Lesson (once a week) generally requires an hour of your time. After that, your student may be able to complete the Reinforcement Exercises on his own; however, be available to help him as much as needed. There is a Suggested Course Schedule located after the Scope and Sequence page, which you can use to plan your daily lessons. This schedule is just a suggestion. You may do writing daily, or combine the days to do writing just a few days a week.

## **Multiple Ages**

The SWI Level B is suitable for teaching a wide range of students. When teaching elementary students, have them watch the SWI B DVD and complete the writing assignment given on the DVD. However, for the extra practice use the **Level A Reinforcement Paragraphs** available at [www.excellenceinwriting.com/swi-help](http://www.excellenceinwriting.com/swi-help). The packet available there includes instructions and checklists to make the SWI B suitable for a younger student.

If you have high school level students, have them do the SWI Level B as written. They may move more rapidly through the material than younger students. If you have our teacher's course (*Teaching Writing: Structure and Style*), you can easily teach what was presented in the SWI Level C. Instructions to do so are on the "What Next?" page at the end of this packet.

## **Teacher's Notes**

Each lesson begins with a page of Teacher's Notes. This page includes a chart indicating exactly what is to be watched on the DVD, the viewing time, the handouts for the lesson, and handouts for the practice assignments. The notes also contain all the whiteboard notes displayed on the DVD with additional teaching helps on the back.

If you still have questions about a lesson, many answers can be found at [www.excellenceinwriting.com/swi-help](http://www.excellenceinwriting.com/swi-help).

## Viewing Instructions

Remember that the SWI was originally taught in four consecutive classes that were 2.5 hours each. This packet takes that intensive course and divides it into bite-sized chunks. Therefore, the DVD will not always tell you when to stop viewing. The Teacher's Notes will make it very clear when to start and when to stop, but you will have to watch with your student and stop the DVD, or you will likely watch too far.

## Setting Up Your Student Notebook

The first page of this packet explained how to organize your Student Materials in the student notebook. Below is a suggestion for how to use them as you teach the course. Some of the documents (bolded below) should have been placed in the notebook before you begin. Others will be added as you move through the lessons.

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

Models/Sources Checklists	Students should use this area for current assignments: the source texts with the checklist printed on the back.
Outlines/Compositions	Place a few sheets of plain, lined paper in this section. Students can keep their outlines, first drafts, and final drafts here. You may want to teach them to keep the current work in the front of this section and place completed compositions in the back of this section.
Structural Models	This is a new tab for the course. It gives your student a place to keep the Structural Model posters that will be provided beginning in lesson 7. There is nothing behind this tab to start.
Style Charts	Find the <b>Stylistic Techniques</b> page here along with all the style lists (" <b>-ly</b> " <b>Adverbs</b> , <b>Adverbs for Essays</b> , and <b>Prepositions</b> ).
Banned Words	The blank <b>Banned Words sheets</b> are kept behind this tab. They will be filled in during the DVD viewing to become a mini-thesaurus.

The rest of the teacher's notes and handouts should be retained by the teacher (in a folder or binder) and only given to your students as they are needed.

## 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 practice pages 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 B Scope and Sequence

Lesson	DVD Lesson (Necessary)	Reinforcement Lesson (Optional)	Required Sources	Optional Sources*
<b>Lesson 1</b> Disc 1	Unit 1: Key Word Outlines and Unit 2: Summarizing from Notes Combining ideas with who/which		The Sea Wasp	Introducing Cephalopods Cephalopod Abilities
<b>Lesson 2</b> Disc 1	Unit 1 & 2 Review Introduce Style “-ly” adverbs		The Farmer and His Sons	The Donkey and His Driver
<b>Lesson 3</b> Disc 1	More Style: Who/which, Strong verbs Banned words: <i>said, thought, go/went</i> Because clause			Alice Sees the White Rabbit Dorothy and the Cyclone
<b>Lesson 4</b> Disc 1	Choosing a Title Finishing Guidelines	Reinforce style learned thus far		The Gordian Knot Carthage
<b>Lesson 5</b> (No disc)		Teacher reinforces Outlines and Summarizing and style learned thus far		False Teeth Anesthetics
<b>Lesson 6</b> Disc 2	Review Style Ban <i>see/saw</i> Quality Adjectives Ban <i>good, bad</i> Adverbial clause			Blood Transfusions Antiseptic
<b>Lesson 7</b> Disc 2	Unit 3 Story Sequence		The Lion and the Shepherd	
<b>Lesson 8</b> Disc 2	Acting Exercise Title review	You may discuss prepositions Teacher reinforces Story Writing		The Salt Merchant and His Ass
<b>Lesson 9</b> Disc 3	Dress-up review Review Dress-ups More Banned words (eat, big) Hidden quality adj.	Teacher reinforces Story Writing		The Serpent and the Eagle
<b>Lesson 10</b> Disc 3	Sentence openers: Subject, prepositional, “-ly” adverb, VSS			(Story of your choice)
<b>Lesson 11</b> Disc 3	Unit 4/6 Report Writing		Humpback Whale Mini-Books (3 of them)	
<b>Lesson 12</b> Disc 4	Conclusion of Report Writing	Teacher reinforces Report Writing		(Library books on one subject)
<b>Lesson 13</b> Disc 4	Dress-up review Ban <i>like, fun</i> Sentence openers: Clausal, “-ing”			Paragraphs from lessons 1–3 for re-writing with added style
<b>Lesson 14</b> Disc 4	Brain Inventory Choosing Topics Asking Questions		(Your student’s brain)	
<b>Lesson 15</b> 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](http://www.excellenceinwriting.com/swi-help) for additional reinforcement materials.



## Student Writing Intensive B Scene Listings

Note: When there is a pause for writing, the time signature zeroes out, so don't let that confuse you as you follow along on the lessons. Also, there are no pauses between lessons, so be attentive to the directions provided.

### Disc 1

00:00:00	Introduction
00:02:48	“The Sea Wasp”
00:04:34	Key Word Outline - “The Sea Wasp”
00:12:43	Key Word Outline Continued
00:17:38	Testing the Key Word Outline
00:22:52	Writing Warm-up Exercise
00:24:43	Connecting Ideas with “which/who”
00:29:46	Double Space - No Erasing!
00:38:15	<<Pause for Writing Warm-up Exercise>>
00:00:00	Reading “who/which” Clauses
00:03:52	“The Farmer and His Sons”
00:06:40	Key Word Outline - “Farmer and Sons”
00:15:58	Testing the Key Word Outline
00:19:51	What is Style?
00:29:15	Dress-ups: “-ly” words
00:39:16	Dress-ups: who/which
00:41:56	Dress-ups: strong verbs
00:46:36	Banned Word: “said”
00:53:58	Banned Word: “thought”
00:56:54	Banned Word: “go/went”
01:00:01	Dress-ups: “because”
01:03:47	Writing Checklist
01:07:08	Getting Smarter
01:09:30	<<Pause for Writing – “Farmer and Sons”>>
00:00:00	Choosing a Title
00:07:18	Typing or Rewriting Neatly
00:07:56	Reading Sample
00:09:04	Conclusion
00:10:26	End of Disc

### Disc 2

00:00:00	Reading Student Samples
00:02:57	Dress-up Review
00:11:03	New Banned Word: “see/saw”
00:14:57	Dress-up: quality adjective
00:19:35	Banned Word: “good”
00:23:19	Banned Word: “bad”
00:25:37	Dress-up: adverbial clause
00:30:58	Story Sequence Chart
00:35:42	Story Sequence: characters/setting
00:39:06	Story Sequence: conflict/problem
00:42:55	Story Sequence: climax/resolution
00:48:04	“The Lion and the Shepherd”
01:01:14	Changing the Story Details
01:09:35	Using Dress-ups in the Story
01:10:26	Choosing “-ly” words for Story
01:16:54	Choosing Quality Adjectives for Story
01:22:39	Writing Instructions
01:27:47	The Most Likely Mistake
01:29:11	Acting Exercise
01:34:57	<<Pause for Writing>>
00:00:00	Read Student Samples & Title Review
00:09:03	End of disc

### Disc 3

00:00:00	Reading Student Stories
00:05:53	Dress-up Review
00:09:38	New Banned Word: “eat/ate”
00:13:47	More Dress-up Review
00:15:13	Hidden Quality Adjective
00:18:55	New Banned Adjective: “big”
00:23:43	More Dress-up Review
00:25:48	Sentence Openers
00:27:58	Sentence Opener: subject
00:31:42	Sentence Opener: prepositional
00:40:14	Sentence Opener: “-ly” opener
00:48:10	Sentence Opener: V.S.S.
00:53:17	Writing Checklist
00:54:14	Report Writing: topic/clincher
01:00:27	Using Mini-books for Reference
01:10:41	Adding a Second Mini-book
01:17:10	Adding a Third Mini-book
01:17:33	<<Pause for Highlighting>>
00:00:00	Review Highlighting Results
00:03:33	Collecting Topics From Multiple Sources
00:09:00	Finding Overlapping Topics
00:10:48	Writing a Report
00:13:16	Outlining From Multiple Sources
00:20:04	Creating a Fused Outline
00:22:25	Report Writing Instructions
00:27:05	<<Pause for Writing>>
00:00:00	Reading Student Reports
00:04:46	Conclusion
00:06:20	End of Disc

### Disc 4

00:00:00	Reading Student Reports
00:06:28	Dress-up Review
00:10:52	New Banned Verb: “like”
00:17:21	More Dress-up Review
00:20:25	New Banned Adjective: “fun”
00:26:25	More Dress-up Review
00:29:32	Sentence Opener Review
00:32:35	Sentence Opener: clausal
00:40:07	Sentence Opener: “-ing”
00:49:21	Samples of “-ing” Openers
00:56:20	Checklist and Review of Week
00:58:34	Taking a Brain Inventory
01:08:44	Select 3 Topics You Know Most About
01:10:59	Select the Most Interesting Topic
01:14:09	Finding Two Aspects of Topic
01:18:06	Outlining a 2-Paragraph Composition
01:21:40	Asking Questions to Get Details
01:28:00	Writing Instructions
01:29:43	<<Pause for Writing>>
00:00:00	Reading Student Reports
00:08:17	Conclusion
00:10:05	End of disc

## Suggested SWI B Course Schedule

These suggestions spread the SWI-B 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	
	2		Write a paragraph from the "Sea Wasps" outline created in the lesson.
	3		Edit the paragraph using the composition checklist. Have a parent or teacher check your paragraph.
	4		Write or type the corrected paragraph neatly and hand it in.
	5	Extra Practice	Create a key word outline from the "Introducing Cephalopods" paragraph (you may substitute another source).
2	1		Write a paragraph from the outline. Edit the paragraph using the composition checklist. Have a parent or teacher check the paragraph.
	2		Write or type the corrected paragraph neatly and hand it in.
	3	More Extra Practice	Create a key word outline from the "Cephalopod Abilities" paragraph (you may substitute another source).
	4		Write a paragraph from the outline. Edit the paragraph using the composition checklist. Have a parent or teacher check the paragraph.
	5		Write or type the corrected paragraph neatly and hand it in.
3	1	Complete Lesson 2	
	2		Write a paragraph from the "Farmer & Sons" outline created in the lesson.
	3		Edit the paragraph using the composition checklist.
	4		Have a parent or teacher check your paragraph.
	5		Write or type the corrected paragraph neatly and hand it in.
4	1	Extra Practice	Create a key word outline from the "The Donkey & His Driver" paragraph (you may substitute another source).
	2		Write a paragraph from the outline.
	3		Edit the paragraph using the composition checklist. Have a parent or teacher check the paragraph.
	4		Write or type the corrected paragraph neatly and hand it in.
	5		
5	1	Complete Lesson 3	
	2		Rewrite the "Farmer and Sons" paragraph using the new checklist.
	3		Edit the paragraph carefully using the checklist.
	4		Have a parent or teacher check the paragraph. Write or type the corrected paragraph neatly and hand it in.
	5	Extra Practice	Create a key word outline from the "Alice Sees the White Rabbit" paragraph (you may substitute another source).
6	1		Write a paragraph from the outline. Edit the paragraph using the composition checklist. Have a parent or teacher check the paragraph.
	2		Write or type the corrected paragraph neatly and hand it in.
	3	More Extra Practice	Create a key word outline from the "Dorothy and the Cyclone" paragraph (you may substitute another source).
	4		Write a paragraph from the outline. Edit the paragraph using the composition checklist. Have a parent or teacher check the paragraph.
	5		Write or type the corrected paragraph neatly and hand it in.
7	1	Complete Lesson 4	(Create titles for all paragraphs completed thus far.)
	2		Create a key word outline from the "Gordian Knot" paragraph (you may substitute another source).
	3		Write a paragraph from the outline. Edit the paragraph using the composition checklist. Have a parent or teacher check the paragraph.
	4		Write or type the corrected paragraph neatly and hand it in.
	5		

<b>Week</b>	<b>Day</b>	<b>Lesson</b>	<b>Homework</b>
8	1	(4 continued) Extra Practice	Create a key word outline from the “Carthage” paragraph (you may substitute another source).
	2		Write a paragraph from the outline.
	3		Edit the paragraph using the composition checklist. Have a parent or teacher check the paragraph
	4		Write or type the corrected paragraph neatly and hand it in.
	5		
9	1	Complete Lesson 5	Create a key word outline from the “False Teeth” paragraph (you may substitute another source).
	2		Write a paragraph from the outline.
	3		Edit the paragraph using the composition checklist. Have a parent or teacher check the paragraph
	4		Write or type the corrected paragraph neatly and hand it in.
	5		
10	1	Extra Practice	Create a key word outline from the “Anesthetics” paragraph (you may substitute another source).
	2		Write a paragraph from the outline.
	3		Edit the paragraph using the composition checklist. Have a parent or teacher check the paragraph
	4		Write or type the corrected paragraph neatly and hand it in.
	5		
11	1	Complete Lesson 6	Create a key word outline from the “Blood Transfusions” paragraph (you may substitute another source). Brainstorm possible dress-ups.
	2		Write a paragraph from the outline.
	3		Edit the paragraph using the composition checklist. Have a parent or teacher check the paragraph
	4		Write or type the corrected paragraph neatly and hand it in.
	5		
12	1	Extra Practice	Create a key word outline from the “Antiseptic” paragraph (you may substitute another source).
	2		Write a paragraph from the outline.
	3		Edit the paragraph using the composition checklist. Have a parent or teacher check the paragraph
	4		Write or type the corrected paragraph neatly and hand it in.
	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 or type the corrected story neatly.
	5		Finish writing or typing the corrected story neatly and hand it in.
15	1	Complete Lesson 8	(Create a Story Sequence outline of “The Salt Merchant & His Ass” or story of your choice.)
	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		Begin to write up or type the corrected story neatly.
	5		Finish writing or typing the corrected story neatly and hand it in.
17	1	Complete Lesson 9	(Review story sequence and create a story sequence outline of “The Serpent and the Eagle” or story of your choice.)
	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		Begin to write up or type the corrected story neatly.
	5		Finish writing or typing the corrected story neatly and hand it in.
19	1	Complete Lesson 10	(Review story sequence and have students create a story sequence outline of the story of their choice.)
	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		Begin to write up or type the corrected story neatly.
	5		Finish writing or typing the corrected story neatly and hand it in.
21	1	Complete Lesson 11	(One paragraph on the history of whales was outlined in the lesson.)
	2		Write a paragraph on the history of whales 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 or type the corrected paragraph neatly. Keep the finished copy until all the whale paragraphs are completed and hand them in together.
22	1		Create 1–2 key word outlines on another topic or two about whales.
	2		Write a paragraph or two based on the outline(s).
	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 or type the corrected paragraph(s) neatly and hand them in.
23	1	Complete Lesson 12	Go to the library and find some books about a single subject. Scan the books for topics. Choose 2–3.
	2		Create a key word outline on one topic.
	3		Write a paragraph on one topic about your subject using the outline created. Edit it carefully using one column of the checklist. Have your teacher or parent check the paragraph.
	4		Write up or type the corrected paragraph neatly. Keep the finished copy until all the paragraphs are completed, and hand them in together.
	5		

Week	Day	Lesson	Homework
24	1	(12 continued)	Create 1–2 key word outlines on another topic or two about your subject.
	2		Write a paragraph or two based on the outline(s).
	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 or type the corrected paragraph(s) neatly and hand them all in.
25	1	Complete Lesson 13	(Paragraphs from Lessons 1–3 will be rewritten with all the new style. If you do not wish to rewrite those paragraphs, students may repeat the report assignment from the last lesson.)
	2		Rewrite a paragraph from Lessons 1–3 using the style learned thus far.
	3		Edit the paragraph carefully using one column of the Composition Checklist. Have your parent or teacher check the paragraph.
	4		Write or type the corrected paragraph neatly and set it aside until all three are completed.
	5		Rewrite a paragraph from Lessons 1–3 using the style learned thus far.
26	1		Edit the paragraph carefully using one column of the Composition Checklist. Have your parent or teacher check the paragraph.
	2		Write or type the corrected paragraph neatly and set aside.
	3		Rewrite a paragraph from Lessons 1–3 using the style learned thus far.
	4		Edit the paragraph carefully using one column of the Composition Checklist. Have your parent or teacher check the paragraph.
	5		Write or type the corrected paragraph neatly and hand in all three ¶s.
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 one column of the Composition Checklist. Have your teacher or parent check the paragraph.
	5		Write or type the corrected paragraph neatly and set aside.
28	1		Create two key word outlines based on two topics from your brain inventory.
	2		Write the first paragraph from the outline.
	3		Write the second paragraph from the outline.
	4		Edit the paragraphs using the next two columns of the Composition Checklist. Have your teacher or parent check the paragraphs.
	5		Write or type the corrected paragraph neatly and hand them all in together.
29	1	Complete Lesson 15	Create a key word outline based on another topic from your brain inventory or choose a topic as a class.
	2		Write a paragraph from the outline.
	3		Edit the paragraph using the first column of the Composition Checklist. Have your teacher or parent check the paragraph.
	4		Write up the corrected paragraph neatly and set aside.
	5		
30	1		Create two key word outlines based on two topics from your brain inventory.
	2		Write the first paragraph from the outline.
	3		Write the second paragraph from the outline.
	4		Edit the paragraphs using the remaining columns of the Composition Checklist. Have your teacher or parent check the paragraphs.
	5		Write or type up the corrected paragraphs neatly and hand all 3 in together.

Lesson	Disc 1 Times	Disc 1 Chapter Title	Student Handouts for Lesson	Reinforcement Materials
1	00:00:00	Introduction	"The Sea Wasp"  <i>Note: A "Composition Checklist" with the writing assignment is printed on the back of each source text.</i>	"Introducing Cephalopods" Composition Checklist  "Cephalopod Abilities" Composition Checklist  The "Reinforcement Materials" for each lesson are optional. You may exchange them for alternative sources, or omit them if desired.
	00:02:48	"The Sea Wasp"		
	00:04:34	Key Word Outline - "The Sea Wasp"		
	00:12:43	Key Word Outline Continued		
	00:17:38	Testing the Key Word Outline		
	00:22:52	Writing Warm-Up Exercise		
	00:24:43	Connecting Ideas with "which/who"		
	00:29:46	Double Space - No Erasing!		
	00:38:15	<<Pause for Writing Warm-Up Exercise>>		



### Teaching Writing: Structure and Style

If you have our teacher's course, review Disc 1 (97 min.) and read pages 1–14 in your seminar notebook. This will give you an overview of the program and show you how to teach Unit 1: Note Making and Outlines and Unit 2: Summarizing from Notes.

### The Lesson

- Watch Disc 1 of the Student Writing Intensive. Be sure to watch through the portion where Mr. Pudewa explains how to combine facts with a who/which clause. Stop at the writing pause, but do not resume after the pause. You will watch more of this disc in the next lesson. (*Viewing time is approximately 38 minutes.*)
- Concepts presented on the DVD:
  - Key word outline (Unit 1)
  - Summarize from notes (Unit 2)
  - Introduce combining ideas with a "which"
- Have your students write a paragraph about "The Sea Wasp" as directed by Mr. Pudewa on the disc. You may have the write on another day, but most students are anxious to do the writing after watching the DVD.
- This first writing is your student's rough draft. Once it is completed, plan a time (the next day?) for you to review his writing, make spelling/grammar corrections, and brainstorm how to add any other necessary elements to meet the requirements of the checklist. Once this editing is complete, have your student write up a final copy of the assignment to keep. For a suggested schedule for what to do each day, see page 3 of these notes.
- For more help with editing and grading, check out the "Marking and Grading" article at: [www.excellenceinwriting.com/article-list](http://www.excellenceinwriting.com/article-list).

### Sea Wasp

1. most, venomous, jellyfish
2. poisoning, ability, > snake
3. search, shrimp, beach
4. deadly, stung, stagger
5. transparent, difficult, see
6. ~~Am Eur~~, oceans, Australia
7. blob, neurotoxin, killed >50☹
8. deadliest creature

### Reinforcement Exercises

- To help your student master this process of creating and outline and summarizing from notes, repeat the process learned on the DVD using the next two paragraphs: "Introducing Cephalopods" and "Cephalopod Abilities." Sample outlines for these paragraphs are provided on the reverse side of this page.
- Feel free to substitute in other paragraphs if desired. You can find Level A sources that will work with your SWI Level B at: [www.excellenceinwriting.com/swi-help](http://www.excellenceinwriting.com/swi-help).



## Sample Outlines for the Cephalopod Paragraphs

*These outlines are not intended to be copied by the student nor are they the perfect outline. Rather, they are included here to provide the teacher with suggestions to help students create key word outlines. Model the choosing of key words as long as the student needs your help. Any words will work, as long as they are key words—usually the nouns, verbs, and adjectives.*

Before creating a key word outline, be sure to discuss the paragraph thoroughly with your student. What are mollusks? They are marine animals with shells, like oysters. Cephalopods have shells too, but they are usually internal. Look up some pictures of cephalopods on the Internet or in an encyclopedia. Talk about the student's knowledge of these creatures. If you have no interest or experience in these creatures, feel free to choose a paragraph out of an encyclopedia, science, or history book.

To help with the outlining, teach your student a couple of abbreviations. For the first paragraph, teach that H<sub>2</sub>O stands for water. For the second paragraph, teach your student that in science and math the Greek letter delta (Δ) means “change.”

### Introducing Cephalopods

1. mollusk, squid, octopus
2. all, oceans
3. 3, hearts, blue, blood
4. cephalopod = head foot
5. foot, developed, funnel
6. move, direct, H<sub>2</sub>O out
7. jet, propulsion, quickly
8. strange, digestive → brain
9. surprises

#### Introducing Cephalopods

Cephalopods are a group of mollusk that includes the squid, octopus, nautilus, and cuttlefish. Their members live in all the world's oceans. Their three hearts pump blue blood, and they move by jet propulsion. The name “cephalopod” means “head foot” because the foot is near the head. The foot of the octopus and squid has developed into a funnel. To get around, the animals use this funnel to direct water out of their body. Using jet propulsion, the cephalopods can get around quickly. The rest of their body is equally strange—in many of them the digestive tract passes right through the brain! Cephalopods are full of surprises.

#### who/which ideas:

Mollusks, which live in all the world's oceans, include squid and octopus. Their bodies, which have organs in strange places, are full of surprises.

### Cephalopod Abilities

1. incredible, abilities
2. Δ color > chameleon, Δ texture
3. predators, also, eaten
4. many, ways, protect
5. cells, chromatophores, Δ color
6. match, surroundings
7. smoke screen, ink
8. ∅ skeleton, Δ shape, flounder
9. amazing

#### Cephalopod Abilities

Cephalopods have incredible abilities. They can change color faster than a chameleon, and they can change their texture and body shape. Although cephalopods are predators, they must keep from being eaten themselves. They have many ways of protecting themselves from becoming a meal. Special pigment cells called chromatophores allow them to change color. They can use these to match their surroundings. They can also make a “smoke screen” out of ink, allowing for a fast escape. Because cephalopods do not have a skeleton, they can even change shape to look like a flounder, sea snake, jelly fish, or giant crab. Cephalopods can do amazing things.

#### who/which ideas:

Cephalopods, which can change color faster than a chameleon, can change texture and shape as well. Chromatophores, which are pigment cells, let these amazing creatures change their color to match any background.



## The Sea Wasp

The sea wasp is the most venomous member of the jellyfish family. Its poisoning ability is many times greater than any snake. In its search for food such as small bottom dwelling shrimp, sea wasps often move very close to shore and to beach swimmers. It is so deadly, that bathers stung by the sea wasp have died in the few seconds it takes them to stagger back to shore. It is almost completely transparent and can be difficult to see. Not found in the oceans near America or Europe, it is considered the scourge of Australia's beaches. This small blob of powerful neurotoxin could likely kill over fifty people. The sea wasp has been called the deadliest creature alive.

# SWI Level B Teacher's Notes

# Lesson 3

Lesson	Disc 1 Times	Disc 1 Chapter Title	Student Handouts for Lesson	Reinforcement Materials
3	00:39:16	Dress-ups: who/which	Composition Checklist	"Alice Sees the White Rabbit" Composition Checklist  "Dorothy and the Cyclone" Composition Checklist
	00:41:56	Dress-ups: strong verbs		
	00:46:36	Banned Word: "said"		
	00:53:58	Banned Word: "thought"		
	00:56:54	Banned Word: "go/went"		
	01:00:01	Dress-ups: "because"		
	01:03:47	Writing Checklist		
	01:07:08	Getting Smarter		
	01:09:30	<<Pause for Writing – "Farmer and Sons">>		

## The Lesson

- Resume watching Disc 1 from "Dress-ups: Who/which" to the Pause for Writing (*viewing time 30 minutes*). Note: The "secret trick for creating a good title" will be watched in lesson 4.
- Concepts presented on the DVD:
  - Reinforce who/which clause
  - Introduce strong verbs
  - Ban 'said, thought, go/went'

*Note: Mr. Pudewa instructed the students to place the checklist behind the Checklist tab. Since the checklists in these lessons are usually printed on the back of the sources, you will see that your "Checklist" tab is combined with the "Models/Sources" tab.*

said		thought	go/went
exclaimed	squeaked	guessed	hurried
spoke	stated	figured	rushed
whispered	expressed	imagined	zoomed
hollered	cheered	determined	flew
yelled	whined	knew	tromped
vocalized	complained	perceived	scurried
screamed	cried	believed	stomped
uttered	growled	hoped	trudged
croaked	grumbled	supposed	hiked
gasped		wished	raced
shouted		considered	vacationed
		realized	traveled
			journeyed

- Introduce because clause
- Introduce Composition Checklist
- Since Mr. Pudewa used the "Farmer and His Sons" for dress-up practice, have your student rewrite his "The Farmer and His Sons" paragraph using the new style just learned and avoiding the banned words. A new checklist is provided for this rewrite, which matches the checklist that Mr. Pudewa presented on the video.

## Reinforcement Exercises

- Extra practice paragraphs provided: "Alice Sees the White Rabbit" and "Dorothy and the Cyclone." Feel free to substitute in other paragraphs if desired.
- Composition Checklists are printed on the back of each source paragraph.

## Possible Outlines for “Alice” and “Dorothy” Paragraphs

If you have read the books or watched the movies that these paragraphs are adapted from, discuss the overall stories for context. These excerpts could be rewritten as is or with alternative characters/setting/endings. Be sure to brainstorm dress-ups before writing.

- Who/which: Find nouns in the outline, and think of a *who* or *which* clause that could describe the noun, or use it to combine facts. (e.g., “Alice, who was tired of sitting with her sister...” or “Dorothy, who thought Toto was lost, suddenly noticed the tip of his ear sticking up out of the hole.”)
- “-ly” adverb: Find any verb or adjective, and pick an “-ly” adverb from the list that would work with that word (e.g., \_\_\_\_ly tired, \_\_\_\_ly thought, \_\_\_\_ly barking).
- Strong Verb: The word “ran” is not banned, but it is weak. You can use a thesaurus to come up with stronger alternatives. *thought* is banned, so choose an alternative from your “Banned Words List—Verbs” page.

### Alice Sees the White Rabbit

1. tired, sitting w/ sister
2. WR, ran close “late”
3. watch, WAISTCOAT, hurried
4. A. feet, ø see R. w/ coat B4
5. curiosity, A. chased R., ↓ hole
6. A. ↓ after, ø consider, out

#### Alice Sees the White Rabbit

Alice was beginning to get very tired of sitting by her sister on the bank, and of having nothing to do. Suddenly a White Rabbit with pink eyes ran close by her saying to itself, “Oh dear! Oh dear! I shall be late!” Then the Rabbit actually **TOOK A WATCH OUT OF ITS WAISTCOAT-POCKET**, and looked at it, and then hurried on. Alice started to her feet, for it flashed across her mind that she had never before seen a rabbit with either a waistcoat-pocket or a watch to take out of it. Burning with curiosity, she ran across the field after it, and fortunately was just in time to see it pop down a large rabbit-hole under the hedge. In another moment down went Alice after it, never once considering how in the world she was to get out again.

*(Adapted from Alice’s Adventures in Wonderland by Lewis Carroll)*

### Dorothy and the Cyclone

1. N/S winds, raised, cyclone
2. Toto ø like
3. ran, about, barking
4. Dorothy, sat, waited
5. Toto, trap, door, ↓
6. girl, thought, lost
7. ear, sticking ↑ hole
8. pressure, air, ↑, ø fall
9. crept → hole, caught
10. closed, ø more accidents

#### Dorothy and the Cyclone

The north and south winds met where the house stood and raised it up higher and higher until it was at the very top of the cyclone. Toto did not like it. He ran about the room, now here, now there, barking loudly. Dorothy sat quite still on the floor and waited to see what would happen. Once Toto got too near the open trap door and fell in. At first the little girl thought she had lost him. But soon she saw one of his ears sticking up through the hole. The strong pressure of the air was keeping him up so that he could not fall. She crept to the hole, caught Toto by the ear, and dragged him into the room again. Afterward she closed the trap door so that no more accidents could happen.

*(Adapted from The Wizard of Oz by L. Frank Baum)*

# Composition Checklist

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Rewrite a paragraph on: Farmer and Sons

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

Check:

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

## Dress-ups

“-ly” adverb	
who/which clause	
strong verb	
because clause	

## Banned Words (*said, thought, go/went*)

Before you hand in your paragraph, be sure it has at least one each of the dress-ups listed above. Check them off as you find or add them.

Check your paragraph for spelling and grammar errors. Reading your paragraph aloud will help you “hear” some of the errors that your eye might not check.

Once you have it as perfect as you can get it, hand it in to your parent or teacher to check. She will likely find a few more things that need to be fixed.

Once it is fully edited and checked by your parent or teacher, you can write it up neatly.

**\*\*You will be adding a title to your paragraph in lesson 4, so hang onto it! \*\***

Lesson	Disc 2 Times	Disc 2 Chapter Title	Student Handouts for Lesson	Reinforcement Materials
7	00:30:58	Story Sequence Chart	Story Sequence Model "The Lion and the Shepherd" Composition Checklist	No extra assignment this lesson
	00:35:42	Story Sequence: characters/setting		
	00:39:06	Story Sequence: conflict/problem		
	00:42:55	Story Sequence: climax/resolution		
	00:48:04	"The Lion and the Shepherd"		
	01:01:14	Changing the Story Details		
	01:09:35	Using Dress-Ups in the Story		
	01:10:26	Choosing "-ly" words for Story		
	01:16:54	Choosing Quality Adjectives for Story		
	01:22:39	Writing Instructions		
	01:27:47	The Most Likely Mistake		



### 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. This section will guide you in teaching Unit 3: Story Sequence. Be sure to do the practicum assigned to the teachers on the DVD using the "Bat and the Nightingale" story.

### The Lesson

- Watch Disc 2 starting at "Story Sequence Chart" and continuing through to "The Most Likely Mistake." Stop before the Acting Exercise where Mr. Pudewa splits the class into teams (*viewing time 58 minutes*).
- Concepts presented on the DVD:
  - Story Sequence Model (Unit 3)
  - Change story details
  - Dress-up review
  - 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. Instruct your student to place the handout behind the middle "Structural Models" tab in his notebook.
- A new checklist is printed on the backside of the "Lion and Shepherd" story. Note the **three** columns for ensuring that every dress-up is included in EACH paragraph. Sometimes students use conversation in a story and thus need to have paragraph marks within the paragraph. Simply have your student double-double space between the parts of the story, and consider each part to be a single 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. There are quite a few helps for teaching Unit 3 at: [www.excellenceinwriting.com/swi-help](http://www.excellenceinwriting.com/swi-help).

Many of our teachers say this is the hardest lesson to teach because the procedure for creating the outline is very different. You can find help to teach this unit at: [www.excellenceinwriting.com/swi-help](http://www.excellenceinwriting.com/swi-help).

We also have a writing teachers group where you can get help to teach this unit and more. Find our support groups by clicking on the "Help and Support" tab of the Excellence in Writing website: [www.excellenceinwriting.com](http://www.excellenceinwriting.com).

## Lesson 7 Board Notes

### Story Sequence Chart (*The Lion and the Shepherd*)

Characters Setting who – like, condition where <i>image</i> when <i>feeling</i> }	I. Shepherd, compassionate, helpful 1. lion, pain, severe 2. forest, pasture, Rome 3. time, evil, Nero 4. S. removes, thorn -ly	driver stranded jury _____ slug mouse thorn _____ knight dragon _____ English Office Nazi Soldier _____ Conf. spy Union officer _____ Starship captain aliens
Conflict/Problem What –want/need –think –say –do	II. S. arrested, falsely, accused 1. lion, mistreated, starved 2. need, miracle, “help” 3. staying, “innocent,” pit 4. opens, roar, drooling, charging -ly	
Climax/resolution How? Solved why moral message } why epilogue }	III. L. stops, recognizes S. 1. lay, head, lap 2. surprised, relieved, grateful 3. Emp., amazed, free 4. kindness, pays -ly	

#### Quality Adjective Ideas

_____ shepherd	_____ cage	_____ king
_____ thorn	_____ pit	_____ lesson
_____ forest	_____ lion	

### The Lion and the Shepherd

A lion, roaming through a forest, got a thorn in his paw. He roared and moaned, but to no avail. After failing to extract the small, deep barb with his clumsy teeth and soft mouth, he finally hobbled to the edge of the forest where a shepherd tended a small flock of sheep. Pathetically limping to the shepherd, he wagged his tail and bowed his head as if to say, "I will not harm you. I only seek your aid." The shepherd examined the beast, discovered the thorn, and placing his paw upon his lap, easily pulled it out. Thus relieved of his pain, the Lion returned into the forest. Some time after, the shepherd was falsely accused and imprisoned for a crime he did not commit. Finally, he was condemned to be "cast to the lions." But when the Lion was released from his cage, he recognized the shepherd as the man who had healed him, and instead of attacking, approached and placed his head upon his lap. The king, as soon as he heard this, ordered the Lion to be set free again in the forest, and the shepherd to be pardoned and sent back to his friends.



# Composition Checklist

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Story: \_\_\_\_\_

Outline Due Date: \_\_\_\_\_

First Draft Due Date: \_\_\_\_\_

Final Draft Due Date: \_\_\_\_\_

- Composition is double-spaced
- Dress-ups marked with underline (one of each)
- Title is underlined and name is on the paper
- Title repeats key words of final sentence
- Check for “banned” words

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

Banned Words (*said, thought, see/saw, go/went, good/bad*)

Lesson	Disc 3 Times	Chapter Title	Student Handouts for Lesson	Reinforcement Materials
11	00:54:14	Report Writing: topic/clincher	Humpback Whale Mini-books (3 books)	No extra assignment this lesson
	01:00:27	Using Mini-books for Reference	Composition Checklist	
	01:10:41	Adding a Second Mini-book	*You will need a highlighter for this lesson.	
	01:17:10	Adding a Third Mini-book		
	01:17:33	<<Pause for Highlighting>>		
	00:00:00	Review Highlighting Results		
	00:03:33	Collecting Topics From Multiple Sources		
	00:09:00	Finding Overlapping Topics		
	00:10:48	Writing a Report		
	00:13:16	Outlining From Multiple Sources		
	00:20:04	Creating a Fused Outline		
	00:22:25	Report Writing Instructions		
	00:27:05	<<Pause for Writing>>		



### Teaching Writing: Structure and Style

If you have our teacher's course, review Disc 3 starting at "Unit IV: Summarizing a Reference," and watch to the end of the disc (52 min.). If you have time, also watch Disc 5 from the beginning until the "Pause for Practicum" (49 min.) After completing the practicum, watch the "Practicum Questions & Answers" (3 min.), and stop when Unit VII is introduced. Read pages 37–46 in your seminar notebook.

You will see that this lesson in the SWI B combines Units 4 and 6 by first teaching the topic/clincher concept and then having students choose details for one topic from three sources. Since Level B students are older, they should do well with this more rapid pace.

### The Lesson

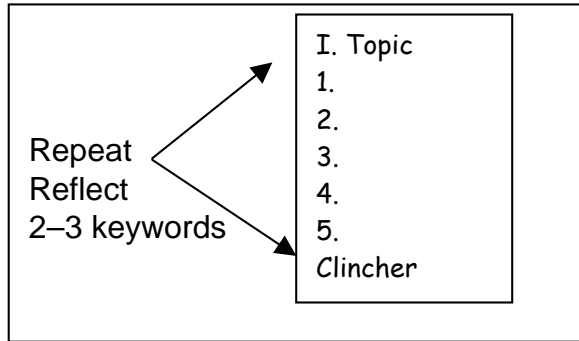
- Watch Disc 3 from "Report Writing: Topic/clincher" to the "Pause for Highlighting." Stop and give your students about 10 minutes to complete the highlighting. Resume the DVD and watch until the "Pause for Writing" (*viewing time approximately 51 minutes plus 10 minutes for highlighting*). The whiteboard notes for this session are reproduced on the back of this page.
- Concepts presented:
  - Report Writing (Unit 4/6)
  - Topic/clincher rule
- To reinforce this teaching, assign as many paragraphs (topics) as you wish from the mini-books on humpback whales. Mr. Pudewa outlined one with the students in the class. In addition to this one, your students can choose another one or two topics to outline and write on. The checklist has three columns permitting three paragraphs from these books, but you may adjust the checklist as desired.

Note: You will need a highlighter for this lesson.

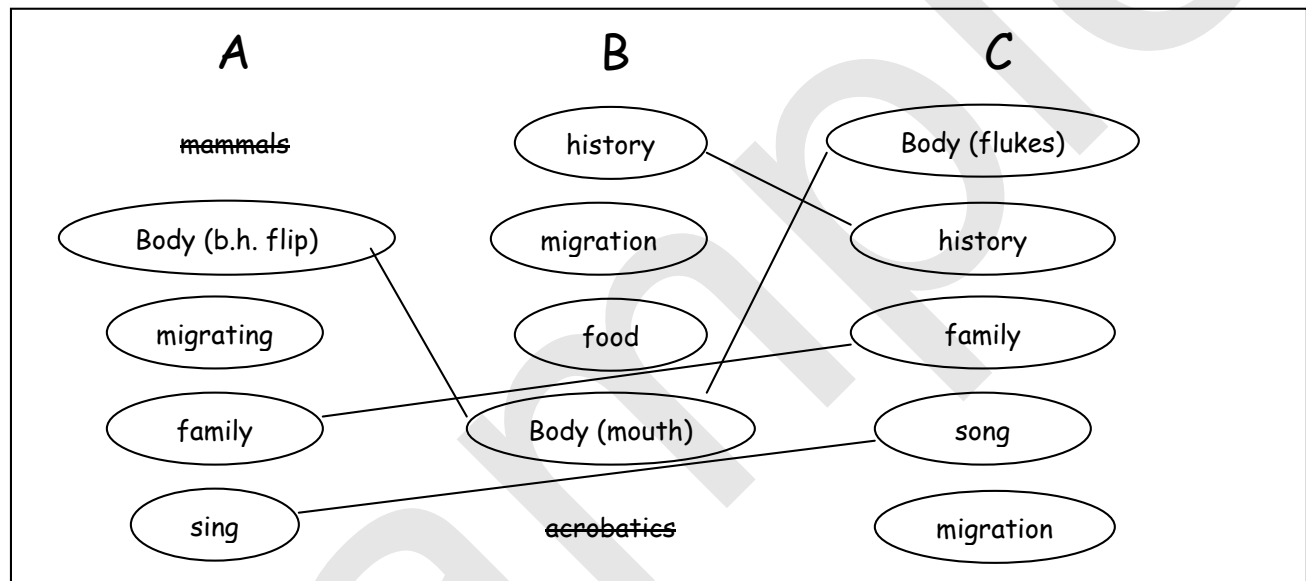
At the beginning of this lesson, Mr. Pudewa has the students copy the paragraph model onto their "Key Ideas" page, which should be located at the front of their Student Notebook.

## Lesson 11 Whiteboard Notes

“Topic/Clincher Rule” (This diagram should be copied onto the “Key Ideas” page located in the front of your student’s writing notebook.)



### Mini-Book Topics



### Sample Outline

<p>I. history, sad</p> <ol style="list-style-type: none"> <li>1. whaling, ships, exploding harpoons</li> <li>2. oil soap, meat cats</li> <li>3. commercially extinct = ∅ profit \$</li> <li>4. 1966 ww protection</li> <li>5. Atlantic &gt; Pacific</li> </ol>	<p>I. history</p> <ol style="list-style-type: none"> <li>1. many pops. wiped out</li> <li>2. 1970 Greenpeace, save</li> <li>3. oil, poison, nuclear</li> <li>4. fishermen tolerate competition</li> <li>(5)</li> </ol>
<p><b><u>Fused Outline</u></b></p>	
<p>I. History</p> <ol style="list-style-type: none"> <li>1. whaling ships exploding harpoons</li> <li>2. oil-soap/meats-cats</li> <li>3. commercially extinct = ∅ profit \$</li> <li>4. 1966 ww protection save</li> <li>5. 1970, Greenpeace</li> <li>6. Atlantic &gt; Pacific, pollution</li> </ol> <p>Clincher</p>	

# Composition Checklist

Write a \_\_\_\_\_ paragraph report on Humpback Whales

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
- Sentence Openers marked with a number in the margin
- Topic & Clincher sentences repeat or reflect 2–3 key words (highlighted)
- Title repeats key words of final sentence

<b>Dress-ups</b>	I	II	III
"-ly" adverb			
who/which clause			
strong verb			
quality adjective			
when, while, where, as, since, if, although, because			

<b>Sentence Openers</b>	I	II	III
① subject			
② prepositional			
③ "-ly" –first			
4			
5			
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*



INSTITUTE FOR

# Excellence in Writing

An effective method for teaching writing skills

## What Next?

### Practice What You Have Already Learned

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 (Units 1 and 2)

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 Readers, or encyclopedia. Just be sure the model is at or below your child's reading level.

#### Story Sequence Chart (Unit 3)

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 (Unit 4/6)

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. He 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 (Unit 7)

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. He can also use this model to describe things and people in history.

### Move On Using the TWSS

Continue to teach your student more writing techniques using your *Teaching Writing: Structure and Style* teacher's course. In addition to the structural models below, watch Disc 4 starting at "Stylistic Techniques: Decorations and Triple Extensions," and try adding some of those to your student's writing checklist.

#### Unit 5: Writing from Pictures

Watch your TWSS Disc 4 with your students starting at "Unit V: Writing from Pictures" through the "Pause for Practicum." Do the practicum with your children, and then practice a few more exercises using the set of pictures included in the lesson plans in the appendix. You can even have your students draw their own set of pictures or use comics (white out the words) for models.

#### Unit 7: Creative Writing

Expand the creative writing unit you did with your student on the SWI by watching the TWSS Disc 5 with him. Start at "Unit VII" and continuing to the end of the disc. This section will teach your student how to add an introduction and conclusion to his essay. Continue to practice this model using the prompts listed in your TWSS notebook, or make up your own.

#### Unit 8: Formal Essay

Explore writing a longer research report with this unit. Watch Disc 6 of your TWSS with your student from the beginning to the end of the Unit 8 section (stop when Mr. Pudewa moves onto Unit 9).

Continue onto **Unit 9: Critique** when you are ready.

### 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 B (SICC level B)**. This course picks up where the Student Writing Intensive left off and offers 9 more DVDs with 32 more suggested lessons. See [www.excellenceinwriting.com/sicc](http://www.excellenceinwriting.com/sicc) for more information.

### Theme Based 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. Search for "theme based writing."