

# Student Writing Intensive

A Video Seminar for the Student



## Level A

Suitable for Elementary Students

Welcome to the Student Writing Intensive.

This packet contains all the lessons and handouts that you will need to teach this course to your students.

Simply read through the instructions and then follow the Teacher Notes to know what to watch on the DVDs and how to direct your students.

Have fun writing!

*Andrew Pudewa  
Jill Pike*



INSTITUTE FOR

**Excellence in Writing**

An effective method for teaching writing skills

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# *Using The Student Writing Intensive Level A*

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## **Student Writing Intensive Contents**

- 1 set of 4 DVDs
- 1 binder with tabs and lesson handouts
- 1 packet of Level A Teacher Notes and Student Handouts/checklists

## **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 taped 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 aide your student in writing. If you do not have the teacher's course, you can still use the SWI successfully. Reading the archived **Newsletter articles** on the Excellence in Writing website ([www.excellenceinwriting.com](http://www.excellenceinwriting.com)) located in the **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. A possible two-week planning schedule is included on each teacher's notes page. To complete the lesson in one week, just double up each day's recommendation.

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 they 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, viewing time, the handouts included 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.

## Student Notebook

Each student will need to have a writing notebook. Classroom teachers and home educators are welcome to make copies of the SWI Notebook and handout pages for each of their students in their classroom or home, or you may prefer simply to purchase a ready made notebook for each student. For home educators using the SWI discs in a co-op setting, each family should purchase a notebook for use with all the children in their own home.

Instruct your students to use the tabs in the notebook in the following manner:

Models/Sources	Use this area for current work: new handouts, outlines, models, checklists etc.
Outlines/Compositions	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, 1 <sup>st</sup> drafts, etc).
Checklists	This is a good place to keep extra materials such as extra checklists, structural models (e.g. Key Ideas page, Story Sequence, topic/clinchier rule, brain inventory questions, etc.). You may even wish to flip the tab page around and re-label this tab to read "Structural Models"
Stylistic Techniques	The Stylistic Techniques page abides here along with all style lists (-ly, prepositions, etc).
Banned Words	Blank Banned Words sheets can be found 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 these instructions. The suggested structure will make a writing notebook that your student will use for years to come.

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

# Student Writing Intensive Level A Scene Breakdown

<b>Disc 1</b>	
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

<b>Disc 2</b>	
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

<b>Disc 3</b>	
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.

<b>Disc 4</b>	
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



Lesson	Disc 1 Times	Disc 1 Section Title	Student Handouts for Lesson	Reinforcement Materials
1	00:00:00	Introduction	"Sea Snakes" Composition Checklist  (Note: Checklist is printed on the back of the Sea Snakes handout)	"Desert Tarantula" Composition Checklist  "Pillbug" Composition Checklist
	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		

### Teaching Writing: Structure and Style

If you have our teacher's course, you may wish to review Disc 1 (97 min) and read pages 1-14 in your seminar notebook.

### The Lesson

- Watch Disc 1 of the Student Writing Intensive and stop at the writing pause. Be sure you watch through the portion where Mr. Pudewa introduces the who/which clause (*viewing time is approximately 37 minutes*).
- Have your students write up "Sea Snakes" as directed by Mr. Pudewa on the disc.
- Concepts presented on the DVD:
  - Key word outline
  - Summarize from notes (Unit 1, 2)
  - Introduce dress-ups: who/which clause
- Once your student finishes this, or any other writing assignment in the future, plan a time for you to review his writing, make spelling/grammar corrections, brainstorm any other necessary elements to meet the requirements of the checklist, and have the student write up a final copy of the assignment for keeping. For more help with editing and grading, check out the "Newsletter Archives" on the IEW website ([www.excellenceinwriting.com](http://www.excellenceinwriting.com)).
- Note: Each writing exercise will have a "Composition Checklist" that the student can use to ensure that everything necessary is completed. Mr. Pudewa will explain how to use the checklist more fully in Lesson 4.
- There is a suggested schedule on the reverse side of this page illustrating how this lesson can be spread over a two-week period.

#### Sea Snakes

1. most, poisonous, world
2. scientists, venom, 50x, cobra
3. (not) always, inject, bite
4. nobody, sure, why
5. slow, effect, fatal 25%
- 6.

### Reinforcement Exercises

- Extra practice paragraphs provided: "Desert Tarantula", "Pillbug."
- Feel free to substitute in other paragraphs if desired.
- Composition Checklists are printed on the back of each source paragraph.

### Possible two-week schedule for Lesson 1

If you desire to do the lesson in a single week, simply double-up on the suggested pacing.

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.



## Sea Snakes

The most poisonous snake in the world is not the coral snake or the death adder; it is the sea snake. Marine scientists estimate that the venom of a sea snake is fifty times more powerful than that of the king cobra. Sea snakes, however, do not always inject venom when they bite. Nobody is quite sure why this is so. The poison is slow to take effect, but when it does, it will be fatal about 25% of the time. Fishermen are the most likely to become victims, either by stepping on or handling a snake carelessly.

## Composition Checklist

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Paragraph on: Sea Snakes

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

- Composition is double-spaced
- "which" marked with underline
- Name is on the paper

Dress-up

which clause	
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**Directions:**

Outline the following paragraph on a separate piece of paper.

Test your outline by telling the paragraph back to someone using just your outline.

Write a paragraph from your outline using the Composition Checklist.

### Desert Tarantula

Tarantulas are the largest spiders in the world. In spite of how they are portrayed in the movies, they are not really dangerous to humans. Tarantulas spend most of their lives underground in burrows. Sitting by the entrance at night, they wait for insects and other small animals to wander too close. Tarantulas are most often seen during mating season, when males leave their burrows and search for the burrows of adult females. Males live to be 10 or 11 years old, and they die after mating. Females can live 25 years or more. They can mate and lay eggs several times during their lives.

## Composition Checklist

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Paragraph on: \_\_\_\_\_

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

- Composition is double-spaced
- “which” marked with underline
- Name is on the paper

Dress-up

which clause	
--------------	--

**Directions:**

Outline the following paragraph on a separate piece of paper.

Test your outline by telling the paragraph back to someone using just your outline.

Write a paragraph from your outline using the Composition Checklist.

## Pillbug

Pillbugs are common backyard inhabitants around the world.

They are called Pillbugs because when they are disturbed they can roll into a ball like an old-fashioned pill. The Sowbug is a close relative. It looks similar but is a little flatter and can't roll itself up. These animals are actually crustaceans, like crabs or lobsters. Just like these underwater crustaceans, they breathe through gills instead of lungs. The gills, located on the underside of the Pillbug, must be kept slightly moist—that's why you usually find these animals in damp places.

## Composition Checklist

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Paragraph on: \_\_\_\_\_

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

- Composition is double-spaced
- “which” marked with underline
- Name is on the paper

Dress-up

which clause	
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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 Readers, or encyclopedia. Just be sure the model is at or below your child's reading level. For your convenience you may want to purchase IEW's packet entitled "Articles and Stories for Unit I & II". Mini-books also have great paragraphs for outlining. Find these resources at [www.excellenceinwriting.com](http://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. They can outline and write on encyclopedia articles, textbook chapters, articles, and so on. You can also purchase more mini-books from IEW.

### **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 36 more suggested lessons. Contact IEW 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](http://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 IEW website.