

Student Writing Intensive

A Video Seminar for the Student



Level B

Suitable for Upper Elementary and Middle School 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 B

Student Writing Intensive Contents

- 1 set of 4 DVDs
- 1 binder with tabs and lesson handouts
- 1 packet of Level B 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 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 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 and exploring our **Support** section can be very helpful as well. Please see www.excellenceinwriting.com for more information.

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 some of the lessons require almost an hour to view the DVD. 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 st 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 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
Lesson 1 Disc 1	Unit I: Key Word Outlines and Unit II: Summarizing from Notes Combining ideas with who/which		The Sea Wasp	Introducing Cephalopods Cephalopod Abilities
Lesson 2 Disc 1	Unit I & II Review Introduce Style -ly words		The Farmer and His Sons	The Donkey and His Driver
Lesson 3 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
Lesson 4 Disc 1	Choosing a title Finishing Guidelines	Reinforce style learned thus far		The Gordian Knot Carthage
Lesson 5 (No disc)		Teacher reinforces Outlines and Summarizing and style learned thus far		False Teeth Anesthetics
Lesson 6 Disc 2	Review Style Ban <i>see/saw</i> Quality Adjectives Ban <i>good, bad</i> Adverbial clause			Blood Transfusions Antiseptic
Lesson 7 Disc 2	Unit III Story Sequence		The Lion and the Shepherd	
Lesson 8 Disc 2	Acting Exercise Title review	You may discuss prepositions Teacher reinforces Story Writing		The Salt Merchant and His Ass
Lesson 9 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
Lesson 10 Disc 3	Sentence openers: Subject, prepositional, -ly, VSS			(Story of your choice)
Lesson 11 Disc 3	Unit IV/VI Report Writing		Humpback Whale Mini-Books (3 of them)	
Lesson 12 Disc 4	Conclusion of Report Writing	Teacher reinforces Report Writing		(Library books on one subject)
Lesson 13 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.
Lesson 14 Disc 4	Brain Inventory Choosing Topics Asking Questions		(Your student’s brain)	
Lesson 15 Disc 4	Conclusion to Unit VII	Teacher reinforces Creative Writing		(Your student’s brain)

Student Writing Intensive B Scene Listings

Note: When there is a pause for writing, the time signature zeros 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.

Disk 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 the 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

Disk 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

Disk 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/clinch
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

Disk 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

Lesson	Disc 1 Times	Disc 1 Chapter Title	Student Handouts for Lesson	Reinforcement Materials
1	00:00:00	Introduction	"The Sea Wasp" Composition Checklist Note: Student checklists are usually printed on the back of the source texts.	"Introducing Cephalopods" Composition Checklist "Cephalopod Abilities" Composition Checklist
	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 the 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, 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 to watch through the portion where Mr. Pudewa introduces the who/which clause (*viewing time is approximately 38 minutes*).
- Have your students write up "The Sea Wasp" as directed by Mr. Pudewa on the disc.
- Concepts presented on the DVD:
 - Key word outline
 - Summarize from notes (Unit 1, 2)
 - Introduce dress-up: 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).
- There is a suggested schedule on the reverse side of this page illustrating how this lesson can be spread over a one to two-week period.

Sea Wasps

- most, venomous, jellyfish
- poisoning, ability, snake
- search, shrimp, beach
- deadly, stun, stagger
- transparent, difficult, see
- ~~Am-Eur~~, oceans, Australia
- blob, neurotoxin, killed >50☹
- deadliest creature

Reinforcement Exercises

- Extra practice paragraphs provided: "Introducing Cephalopods" and "Cephalopod Abilities."
- 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	
	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		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		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.

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.

Composition Checklist

Paragraph on: The Sea Wasp

Due Date: _____

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

Dress-up

which clause	
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****Save your completed paragraph for future lessons****

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.

Introducing Cephalopods

Cephalopods are a group of mollusk that includes the squid, octopus, nautilus, and cuttlefish. Octopi have eight tentacles, squid and cuttlefish have ten, and the nautilus has 80-90 tentacles. Their members live in all the world's oceans—from the tropics to the poles, the inter-tidal to the abyss. Interestingly, what looks like the head is actually the animal's foot. The name "cephalopod" means "head foot" because the muscular 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 quickly out of their body. Using jet propulsion, the cephalopods can get around quickly. The rest of their body is equally strange as in many of them the digestive tract passes right through the brain! Cephalopods are full of surprises.

Composition Checklist

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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****Save your completed paragraph for future lessons****

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.

Cephalopod Abilities

Cephalopods have incredible abilities. They can change color faster than a chameleon, and they can change texture and body shape. Their three hearts pump blue blood, and they move by jet propulsion. Cephalopods are thought to be the most intelligent of invertebrates, and yet are related to animals such as clams and oysters. 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.

Composition Checklist

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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****Save your completed paragraph for future lessons****



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

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 B**. 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) 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.